

St Helen Auckland Community Primary School



Curriculum Policy 2017

Curriculum Policy

All children have the right to be provided with a purposeful, enriching, relevant and stimulating curriculum that is tailored to individual needs and is inclusive for all ethnic and social groups. The curriculum should provide continuity and progression across year groups and key stages.

This policy covers both the current National Curriculum, providing the entitlement for all pupils, and the wider curriculum within and beyond the school day. Our curriculum is firmly based on our school values and ethos and benefits from partnerships with other local schools, the LA and wider National and International communities.

We seek the highest standards of attainment for our pupils whilst fostering creative, problem solving, independent and responsible learners.

Our School Values

- We care for our school
- We care for each other

- We always do our best

Policy aims:

- Promote a safe, secure environment where learners are taught to value and respect themselves, their skills and abilities and those of others
- Provide a broad, balanced and interesting curriculum within a wider variety of learning experiences and environments within and beyond the classroom.
- Develop independence and responsibility for learners own development
- Embrace and promote positive relationships within and beyond the school community to ensure learning is widely promoted and available for all

Learners encompass pupils, staff, parents and friends of the school within and beyond the local community.

Curriculum Aims:

- From the National Curriculum (September 2014) 'provides pupil with an introduction to the essential knowledge that they need to be educated citizens'.
- All learners develop enquiring minds
- Develop confident, positive attitudes towards learning within and beyond the school curriculum
- Strive for all to achieve their best
- Develop a positive awareness and understanding of spiritual, moral, social and cultural issues in our local community and the wider global community
- Develop healthy lifestyles
- Achieve high standards in teaching and learning to enable all learners to attain their very best and understand how to further develop and improve

Curriculum Objectives:

- Covers the National requirements
- Underpinned by the school ethos and values
- Underpinned by British Values
- Meets the needs of all learners, fully inclusive and accessible
- Enhanced by creative and inspiring learning opportunities
- Progress is maintained by clear evaluation of provision and key priorities set for improvements
- Take account of the learning styles of all
- Take learning beyond the curriculum
- Achieve better outcomes in key skills by providing meaningful opportunities to apply skills across the curriculum

- Improve pupil engagement in their learning through regular assessments, feedback and opportunities to improve
- Promote parental involvement in learning at home and through whole school activities
- Promote good citizens within and beyond the local community
- Promote national and international links to develop understanding and respect for the global world
- To teach an awareness of learners own spiritual development

Responsibilities

Head Teacher:

- Ensure provision for all aspects of the curriculum
- Learning is of a very high standard, inclusive for all and ensures progression of key skills is at an appropriate rate
- Staff are trained to a high standard to deliver the curriculum
- Report regularly on provision and impact on learning to the Governing Body

School Leaders:

- Ensure all aspects of their subject(s) are covered
- Support and advice is available to all teachers to ensure high standards of delivery
- With the support of the HT monitor attainment and progression in their subject(s)
- Ensure the subject(s) is suitably resourced

Class Teachers:

- Day to day planning – medium and short term
- Regular, systematic assessments that impact on future planning
- Differentiated work to take account of learning styles and abilities
- Regular communication with Senior Leaders, SENCo, Learning Mentor and support staff to ensure suitable academic and pastoral support for learners

Support Staff:

- Day to day delivery of the curriculum supervised by the class teacher
- Learning is differentiated and appropriate to meet learners needs
- Feedback to class teachers
- Assess impact of interventions and feed back to Senior Leaders and the class teacher

Organisation and Planning

Our Medium Term Planning is divided into half-termly themes. It is driven by the current National Curriculum programmes of study and objectives. Children are increasingly encouraged to take a lead, with the support of the class teacher, with the activities and direction that interest them within the planned theme. Teachers review themes when introducing the new Curriculum requirements or initiatives to ensure they meet the priorities for the cohort.

Key skills are taught systematically and with clear progression across the school. The Key Skill we teach are:

- English –communication, speaking, listening, reading and writing
- Mathematics -application of number and mathematical development
- Computing
- Skills for Life to include learning powers
- Knowing yourself as a learner and how to improve
- Problem solving, creativity and an enquiring mind

We also plan for and organise a wide range of themed days and weeks to enhance the curriculum and provide more depth to learning for the whole school community

Short Term Planning -Teachers plan for key skills lessons with progression and attainment in mind. They currently are continuing to use APP sheets to support assessment and next steps in short term planning and interventions and update planning on a daily basis following lesson evaluations to ensure misconceptions are dealt with early.

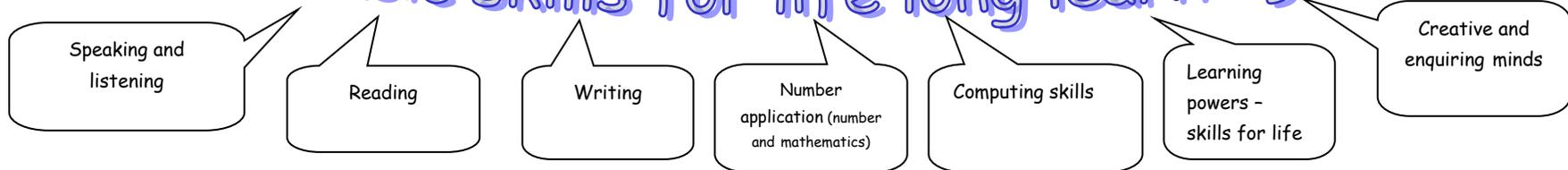
Monitoring and Reviewing:

- Our curriculum committee is responsible along with the Senior Leaders in monitoring the introduction of the new curriculum
- The Headteacher, with SMT support, is responsible for the day to day organisation and coverage of the curriculum to ensure quality and meeting national requirements
- Subject leaders with the HT monitor the teaching, assessment and impact on learners. They ensure resources and training are appropriate for teachers

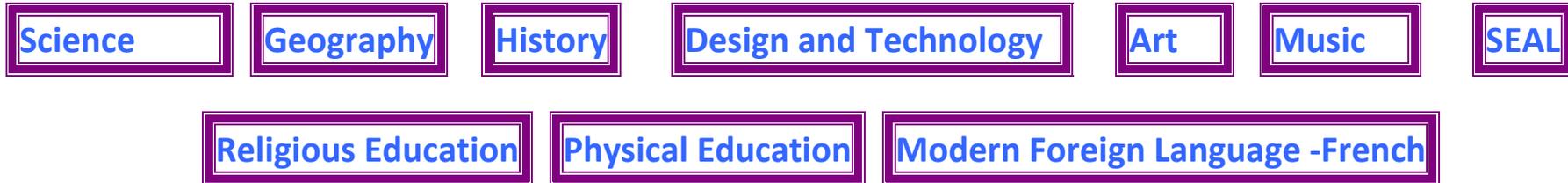
St Helen Auckland Community Primary School

Our Curriculum

Basic skills for life long learning



The wider subject curriculum

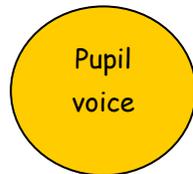


Understanding themselves and the contribution they make now and in the future to communities

Being Healthy



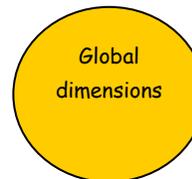
Staying Safe



Enjoying and Achieving



Making a positive contribution



Economic wellbeing



Basic Skills Aims

Speaking and Listening	Reading	Writing
<p>Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</p> <p>Use discussion in order to learn</p> <p>They should be able to elaborate and explain clearly their understanding and ideas</p> <p>Are competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate</p>	<p>Read easily, fluently and with good understanding</p> <p>Develop the habit of reading widely and often, for both pleasure and information</p> <p>Appreciate our rich and varied literary heritage</p> <p>Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</p>	<p>Write clearly, accurately and coherently</p> <p>Adapt their language and style in and for a range of contexts, purposes and audiences</p> <p>Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</p>
Number and application of maths skills	Computing	Learning powers – skills for life
<p>Fluent -become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasing complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately</p> <p>Reason -Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language</p> <p>Solve problems – can solve problems by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions</p>	<p>Can use and apply the fundamental principles and concepts of computer science, including abstraction, logic , algorithms and data representation</p> <p>Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</p> <p>Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</p> <p>E safety -are responsible, competent, confident and creative users of information and communication technology</p>	<p>Through teaching of skills in the 4 R's (resilience - feelings, resourcefulness - thinking, reflective - managing, reciprocity – relating) we aim for children to gain confidence, capability and a passion for learning</p> <p>For children to build up their mental, social , emotional and strategic resources to help them prepare as learners for life after school</p> <p>Children will discover things they love and can succeed at, strengthening their will and skills to pursue these in school and their own time</p>

The wider subject curriculum aims

History

Children to know and understand the history of **these islands** as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Know and understand significant aspects of the history of the **wider world**: the nature of ancient civilisation; the expansion and dissolution of empires; characteristic features of past non- European societies; achievements and follies of mankind

Gain and deploy a historically grounded understanding of **abstract terms** such as 'empire', 'civilisation', 'parliament' and peasantry

Understand **historical concepts** such as continuity and change, cause and consequences, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their structured accounts, including written narratives and analyses

Understand the methods of **historical enquiry**, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Geography

All pupils to develop contextual knowledge of the location of **globally significant places** – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

Understand the processes that give rise to **physical and human geographical features** of the world, how these are interdependent and how they bring about special variation and change over time

Children are competent in the geographical skills need for the following:

Collect, analyse and communicate with a range of data gathered through experiences of **fieldwork** that deepen their understanding of geographical processes

Interpret a range of **sources of geographical information**, including maps, diagrams, globes, aerial photographs and Geographical Information Systems

Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Science

Children to develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics

Develop understanding of the **nature, processes and methods** of science through different types of science enquiry that help them to answer scientific questions about the world around them

Are equipped with the scientific knowledge required to understand the uses and implications of **science, today and for the future**

Design Technology

Children to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate in an increasingly **technological world**

Build and apply a repertoire of knowledge, understanding and skills in order to design and make high **quality prototypes and products** for a wide range of users

Critique, evaluate and test their ideas and products and the work of others

Understand and apply the principles of **nutrition** and learn how to cook

Art

Children to **produce creative work**, exploring their ideas and recording their experiences

Become **proficient** in drawing, painting, sculpture and other art, craft and design

Know about the great artists, craft makers and designers, and understand the historical and cultural developments of their art forms

Music

Children to perform, listen to, review and evaluate **music across a range of historical periods, genres, styles and traditions**, including the works of great composers and musicians

Learn to **sing** and to use their voices,

To **create and compose** music on their own and with others,

Have the opportunity to **learn a musical instrument**, use technology appropriately and have the opportunity to progress to the next level of musical excellence

Understand and explore how music is created, produced and communicate, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Religious Education

School follows Durham Agreed Syllabus

Children to develop and **understanding and respect** for Christian and other religions represented in the UK and the global context

Explore issues within and between faiths through a **knowledge and understanding** of their similarities and differences

Develop an understanding of how religious traditions contribute to the **cultural heritage** in all its diversity

Allow children to be able through **personal reflection** to make informed judgements on religious and moral issues

Develop an enquiring mind through **critical thinking** to listen to , challenge and respect others view points

Be able to begin to **evaluate** and discuss their own beliefs, attitudes and values

Physical Education

Children to develop competence to excel in a broad range of **physical activities**

Children are physically active for **sustained** periods of time

They engage in **competitive** sports and activities

They lead **healthy, active** lives

Develop **perseverance** individually and part of a team in games

Develop stamina, suppleness, strength and motor control

S.E.A.L

Promote **positive** behaviours for learning

Enhance the quality of **relationships** between staff, pupils and the wider community

To build learners **understanding** of themselves and self esteem

To empathise and **respect** others equally

To be a **resilient** person who can self-motivate and persevere

Modern Foreign Language – French

All children to understand and respond to spoken and written language from a variety of **authentic sources**

Speak with **confidence, fluency and spontaneity**, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Can **write** at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Discover and develop an **appreciation** of a range of writing in the language studied

Aims for the wider curriculum

– To enhance their understanding of themselves and the contribution they make now and in the future to communities

<p>Rights Respecting School</p> <p>Children respect each other in our local community, the wider community and global communities</p> <p>We understand everyone’s rights and responsibilities and that these are not always met in societies</p> <p>Promote active citizenship within the local, national and international communities</p> <p>Give children a voice and opportunities to fully participate in decision making when appropriate</p>	<p>Enhanced Healthy School</p> <p>As a school and community to promote a positive attitude to healthy lifestyles.</p> <p>To ensure everyone can make informed choices for their present and future wellbeing, health and behaviours.</p>	<p>Global dimensions / international links</p> <p>All within our school community are aware that they are part of a global community.</p> <p>All that we do and our actions and attitudes can impact directly on others across the globe.</p> <p>Our lives can be enhanced and more informed by embracing and experiencing international cultures, environments, languages and beliefs.</p> <p>To foster empathy, respect and understanding of others.</p>
<p>Enterprise</p> <p>To empower the next generation with the confidence, ability and ambition to succeed in a rapidly changing global economy</p> <p>To learn about business and problem solving through a range of hands on enterprise activities to foster feelings of empowerment and entrepreneurship as well as boosting employability</p>	<p>Family Learning and learning at home</p> <p>To support families with improving their children’s key skills and interests in and out of school (support and promote the use of learning logs)</p> <p>Empower families to understand how to make improvements in their own lives and their families lives</p> <p>Provide frequent opportunities for children and adults to learn together in school</p> <p>Promote the importance of learning for their children’s future prospects</p>	