John Perry Primary School



Curriculum Policy

Date: July 2023

Review Date: July 2025

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Introduction and Rationale

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at John Perry Primary School. 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, respectful and resilient adults, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Therefore, at John Perry we aim to make learning inclusive, stimulating and challenging for children of all ages. We understand the importance of the 'whole' curriculum. We consider the factors that may affect the children's learning, whether that is difficulty in accessing the curriculum, punctuality and attendance or the personal circumstances of every child, including their mental health and well-being. We are fully committed to working with parents and carers in order to provide every child with the best possible education. Working and communicating with parents on a regular basis helps us to understand the needs of each child and therefore helps to shape our curriculum. Each adult is committed to our school's ethos to provide the children with the best education they could possibly receive.

Values

Our school curriculum at John Perry Primary School is underpinned by the values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The staff at John Perry have a strong ethos in the way we believe our pupils should develop and grow. Our school values are the main aims of our school, upon which we have based our curriculum. They are:

- **To be kind, thoughtful, respectful and tolerant** - We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures
- **To be resilient, have a positive attitude and believe in yourself** - We value the spiritual and moral development of each pupil as well as their intellectual and physical growth.
- **To enjoy learning and to become lifelong learners** - We aim to create a love for learning and to enable each person to be successful.
- **To demonstrate a strong sense of responsibility** - We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.

Our Curriculum Intent

The National Curriculum provides pupils with an introduction to the essential knowledge that 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 extend 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.

At John Perry Primary, teaching and learning is based upon 5 key questions:

- **What knowledge and skills should we teach?**
- **Why should we teach it?** – We question the relevance of what we teach and how important it is for our children in our school to acquire certain knowledge and skills
- **When should we teach it?** – We carefully think about age-appropriateness and how the knowledge and skills contribute to the whole development of the child. We look at learning as a continuum rather than stand-alone units of work
- **How should we teach it?** – We believe that practical, creative and stimulating experiences make learning memorable
- **What impact do we expect to see?** – When what we teach and how we teach it is relevant and memorable, it will lead to a positive learning experience that will generate a love for learning in our children

We are passionate about developing and delivering an ever-evolving curriculum. By continuously asking ourselves these questions and reflecting on the answers, we ensure that we are always delivering a relevant and purposeful curriculum for our children in our locality.

We want our children to be proud of themselves and what they achieve during their time at John Perry Primary. To do this, we aim to instil key character virtues such as; having strong core beliefs, aspirations and morals that will guide each child through their journey with us.

We want our children to be proud of the heritage, locality and communities that they belong to and aspire for them to be understanding, accepting and respectful of everyone, free from discrimination or bias. We believe that our pupils should be proud of where they come from by learning about the significance of the local area and understanding the social, economic, historical and physical context of their surroundings. We design our curriculum to improve the aspirations of our pupils by making it relevant and engaging in order to inspire and open minds, showing our children that anything is possible.

Please see the individual subject policies for further information about the role of the subject leads for their specific subject.

Roles and responsibilities

- **The Governing Body**

The Governing Body will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

➢ **Head teacher**

The Head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

➢ **Role of the Subject Lead**

The role of the Subject Lead is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leads Management Time so that they can carry out the necessary duties involved with their role. It is the role of each subject lead 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 lead ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books. The subject leader records how they spend Management Time release time so that it can be monitored and a record is easily accessible to anyone of how their release time is being spent. These will then feed into yearly action plans.

All Subject Leads work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

Organisation and Planning

The foundations of our curriculum at John Perry Primary are the Statutory framework for the early years foundation stage (effective from 1 September 2021) and the National Curriculum (last updated 16 July 2014) for Key Stage 1 and Key Stage 2.

Our yearly curriculum map indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways.

Each subject is broken down to a medium term plan. This ensures teachers are aware when each subject will be taught throughout the academic year. This provides Subject Leads with an understanding of what is being taught and when. Subject leads can then resource topics/units of work in preparation as to when these will be taught. Teachers are also able to order in/request resources in advance and gives them ownership of their teaching.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session and to identify what resources and differentiated activities staff will use in the lesson.

Teachers are given planning, preparation and assessment (PPA) time together on a weekly basis. This allows teachers to discuss previous and future learning and what the next steps are for the year group. We understand the importance of planning together. This enables teachers to build on ideas and talk through weekly learning which will provide the best opportunities for the children.

We strive to create cross-curricular links as much as possible. Having long term and medium terms in place for each subject allows teachers to assess when these links can be best achieved. This makes each subject more meaningful and purposeful.

A number of schemes are used to provide ideas and supplement our planning procedure. We also use our progression ladders/maps to aid our planning. This ensures that national curriculum objectives are being met and progression for each year group in every subject is being achieved.

For further information, please see the Curriculum section of our school website.

Inclusion and Equal Opportunities within our Curriculum

Teachers set high expectations for every pupil. The curriculum is effectively adapted for all, including those whose attainment is significantly above the expected standard. They have an even greater obligation to adapt their teaching for pupils who have low levels of prior attainment or come from

disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

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 in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

Our Curriculum reflects the diversity of our society and promotes equal opportunities. We explicitly teach British Values, promote them and identify opportunities in our curriculum where these values can be demonstrated. We use our curriculum to move away from stereotypes and prejudice and embrace every opportunity to teach why discrimination of any kind is wrong.

Please see the Single Equality policy for further information.

Assessment

At John Perry, teachers use a combination of summative and formative assessment strategies to gauge how well the children are learning. Teachers make judgements based on the end of year objectives.

In Reception, we administer the Reception Baseline Assessment (RBA) in the first 6 weeks after children start Reception. In Year 6, the children complete the Standard Assessment Tests (SATs) at the end of KS2. In Year 1, children complete the Phonics Screening Check in June. In Year 4, children complete the Multiplication Tables Check also in June.

All children in KS1 and KS2, with the exception of those new to English and those with Special Educational Needs, sit summative tests in Reading and Maths at the end each term to aid the teacher's judgement for where the children are academically. The children also complete a writing assessment at the end of each term.

Termly, all teachers use Target Tracker to record attainment and track progress in Reading, Writing and Maths. All teachers assess attainment in PE at the end of each unit of work. Aside from these termly, formal summative assessments, teachers use a range of formative assessment techniques to judge how well a unit of work is progressing in each and every subject. These strategies include some of the following: marking in books, verbal feedback, closed and open questioning, use of lesson starters and plenaries, spelling and times tables tests, mini-plenaries, sharing children's work, quizzes, peer and self-assessment, pupil voice, etc.

SEND children who are not working at the National Curriculum standard are assessed against PIVATS (Performance Indicators for Value Added Target Settings or pre national curriculum standards).

The children's progress is shared with parents three times throughout the academic year. Verbally during the Autumn and Spring parents evenings and in written form within the end of year report.

Please see the Assessment and Marking and Feedback Policies for further information.

Monitoring and Evaluating

Monitoring and evaluating play a vital role in the progression of our pupils and staff. We encourage teachers to continuingly reflect and evaluate their own lessons across the whole curriculum. Teachers are expected to evaluate the effectiveness of their own practice ensuring that it meets the standards and objectives laid out in policies and expectations shared amongst staff.

We take a number of different approaches for monitoring throughout the school. Teachers monitor the effectiveness of their practice within the classroom by marking books, taking feedback from pupils and assessing the children formatively on a regular basis.

SLT monitors the effectiveness of teaching and learning throughout the whole school. SLT hold regular meetings with Teaching and Learning Leads and Subject Leads to ensure that the school is maintaining its high standards.

The Strategic Management Team (SMT) together with Subject and Teaching and Learning Leads monitor the effectiveness of teaching and learning within a Phase or subject. They conduct learning walks, book looks, formal and informal lesson observations and pupil voice questionnaires throughout the year to ensure there is a broad and balanced curriculum being delivered to the children.

Subject Leads evaluate the effectiveness of their schemes of work or resources used to help teach the subject. Subject Leads monitor their subject to ensure that the statutory objectives from the National Curriculum are taught. Across the curriculum, recorded work is monitored formally over the course of the academic year.

All monitoring tasks are agreed upon by SLT and Teaching and Learning Leads and/or Subject Leads. There is always a clear focus or foci: for instance, to ensure clear progression is evident in books or to verify children receive consistent and developmental feedback on their work in line with the school's marking policy. This depends on the priorities of the school, which can be found in the School Development and Improvement Plan.

SLT, SMT and Subject Leads feedback to individual teachers and year groups about their monitoring so that strengths can be shared amongst staff and development points acted upon.

The purpose of monitoring is to ensure that policies and expectations are being upheld and adhered to. This ensures the school as a whole is performing to the best of its ability therefore providing the children with the education that they deserve.

Health & Safety

We take Health and Safety seriously at John Perry. We strongly believe in promoting and having a safe environment in which to play, learn and work in. We understand that particular areas of the curriculum will hold more risks to the children's and adult's health and safety. However, we follow our Health and Safety policy and the procedures that are in place, to ensure that health and safety is at the forefront of what we do and our procedures enable us to plan, organise events and lessons that are ambitious, exciting and capture the children's imagination.

Please see the school's Health and Safety policy and that of individual subjects.

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