

Marsh Green Primary School



Curriculum Policy

Written: April 2020

To be reviewed: April 2022



Statement of Intent

At Marsh Green Primary School, in delivering our curriculum we aim to remove any barriers to learning so ALL children are able to make progress across the whole school curriculum, within a secure and caring environment. Our intention is to enable our children to become enthusiastic, confident, aspirational and successfully independent learners. We aim to develop our children's skills, knowledge and attitudes to lead rich and fulfilling lives, through a variety of opportunities and experiences.

Implementation:

Our curriculum consists of many planned experiences in and out of school eg. lessons, trips, nurture, visitors, sports, school council, clubs, class assemblies, topic days, a residential, workshops and fundraising. Outcomes are designed to meet the requirements of the National Curriculum, but also to develop the skills needed for life-long learning and interests. To ensure coverage of the curriculum we have topic days on a Friday, encouraging a cross-curricular approach. Subjects and topics are planned to ensure progression through knowledge, skills and concepts. We want all children to remember subject content and transfer this to learning. Learning outside the classroom plays a pivotal role, breaking down barriers to learning and supporting the more vulnerable children.

Impact:

The impact of our curriculum for all children can be measured both academically and personally. We strive for all our children to be resilient and achieve their maximum potential by having high expectations, an interesting, broad, relevant, progressive curriculum and good social skills; equipping them with the ability to make informed decisions and choices.

Children are assessed daily to inform their next steps of learning and teaching. Formal assessments in English, Maths and Science take place termly and individual progress is tracked and challenged by Senior Leaders, before reporting to parents.

Curriculum Intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad, balanced and relevant, equipping pupils with the skills necessary to succeed in life after school. Our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them - encouraging adherence with the fundamental British values.

Our curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

At Marsh Green Primary School, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and relevant, offering our pupils the opportunities to grow as individuals as well as learners.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through additional activities and opportunities. Our curriculum will be delivered through a variety of methods, including those outlined below.

Classroom-based learning: Teachers access different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

Additional opportunities and activities: We provide a variety of extra-curricular activities and opportunities for pupils that enhance their learning experience and teach additional skills.

School Ethos and Aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.

- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of English, maths, computing and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the Wigan agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual and emotional development, and to understand right from wrong.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.

- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

Roles and Responsibilities

The governing body is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher, Deputy Headteacher, Assistant Headteacher subject leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

The Deputy Headteacher, with support of the Senior Leadership team, is responsible for:

- Supporting subject leads and staff to devise long- and medium-term plans for the curriculum.
- Communicating the agreed curriculum to the governing board.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.

- Creating short-term plans for the curriculum with fellow colleagues.
- Creating weekly lesson plans in collaboration with colleagues, where applicable.
- Collaborating with the Senior Leadership team and the SENDCo to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCo and TAs to ensure those in need receive additional support in lessons.
- Ensuring more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENDCo and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Headteacher.
- Working to close the attainment gap between academically more and less able pupils.
- Reporting progress of all pupils to the Subjects Leads, on a termly basis.

Subject leaders (in addition to the above) are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the SLT.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.
- Ensuring book scrutinies and learning walks take place in a timely manner.
- Keeping up-to-date with current findings and passing on to staff.

Organisation and Planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school term. Lessons will use a range of teaching techniques to appeal to different learning styles.

The different learning techniques include:

- **Different kinds of questions** to engage pupils and prompt them to apply their knowledge in different ways.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Debating** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

Disadvantaged pupils and those with SEND and EAL will receive additional support - this may include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Classrooms will be organised so that pupils have full access to resources and equipment - they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities. Calm down areas will also be in each classroom.

The progress of pupils with SEND will be monitored by teachers and reported to the SENDCO and Headteacher.

The SENDCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

Subjects Covered:

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will have due regard for the 'Statutory framework for the early years foundation stage.

The school ensures every pupil has access to the following core subjects:

- English
- Maths
- Science
- Computing

The school ensures pupils also have access to the following foundation subjects:

- Art and design
- RE
- ICT
- Design and technology
- Modern Foreign Language - French (KS2)
- Geography
- History
- Music
- PE
- PSHE (Personal , social and health education)

Reporting and Assessment

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.

Results of these assessments will be recorded and reported back to the Headteacher, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the Headteacher, pupils and their parents.

Assessment of pupils with EAL will take into account age, length of time in UK, previous education and ability in other languages. Our EMAS team (Ethnic Minority Achievement Service) provide support for this.

Additional support will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

Equal Opportunities

Our school does not tolerate any form of bullying or discrimination.

Our school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against this.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

Additional Opportunities

The school offers pupils a range of additional opportunities, trips and activities to enhance their academic learning and personal development.

Additional opportunity trips and activities occur outside school hours and can include overnight stays.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, every effort will be made to address this.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Educational Visits Policy.

Monitoring and review

This policy will be reviewed in April 2022.

Any changes made to this policy will be communicated to all members of staff and will be published in the Staff Shared Drive, under 'Curriculum'.