



Manor Primary School Policy Document

Curriculum Policy

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‘Our vision is to create a school community where children grow into happy, confident and responsible individuals, who work hard together to achieve their full potential.’

Introduction

At Manor Primary School we believe that our curriculum should be broad, balanced and relevant. It should meet the needs of all children whatever their ability and promote a love of learning and willingness to explore. Our curriculum meets statutory requirements and uses The National Curriculum (2014) as its starting point for a wide and varied learning experience, enriched by our ethos 'Learning Together, Achieving our Best'.

Aims

Our Curriculum aims are:

- To promote the highest level of achievement for all individual pupils, across all subjects, in a fully inclusive manner regardless of age, gender, background or ability.
- To provide a rich curriculum and meaningful learning experiences which give pupils a growing knowledge and awareness of the world in which they live, skills to succeed and a passion for learning.
- To teach, support and embed a 'growth mindset' for all children - a 'can-do' attitude which recognises that motivation, hard work and resilience will lead to success, and that challenge should be welcomed and mistakes valued for the contribution that they make towards learning.
- To ensure that all learning is secured according to the principles of 'mastery' – i.e. a deep and solid understanding of concepts and skills, and the ability to use and apply these, are securely in place before the next steps of learning.
- To teach and promote social, moral, spiritual and cultural awareness so that children are well equipped to become active, respectful and responsible citizens.
- To teach, promote and support healthy lifestyles and sustainable physical and emotional well-being.
- To provide children with knowledge and understanding of British Values and their social heritage, and to celebrate the diversity of communities within the UK.
- To regularly take learning beyond the classroom through utilising the outdoor environment, local area and opportunities further afield.
- To regularly review our curriculum provision in order to ensure that this responds to the circumstances of the world around us and continues to promote excellence.

Learning Skills and Growth Mindset

Through the provision of rich and varied activities, we aim to:

- Enable pupils to securely acquire a broad range of knowledge, skills and understanding;
- Enable pupils to make connections across areas of learning, to think creatively and solve problems;
- Encourage pupils to work hard with a positive attitude and motivation to succeed;
- Encourage pupils to seek and be resilient to challenge, and to learn from their mistakes;
- Develop pupils' capacity to learn and work both independently and in collaboration with peers.

Planning the Curriculum

We plan our curriculum on a rolling two year programme – Year A and Year B, reflecting the fact that we have mixed age classes. We plan in four phases:

(1) **Curriculum Coverage Map (Strategic Planning)**

This details all the objectives of the National Curriculum for all subjects across all year groups and specifies in which year (A or B) and terms these will be taught. This document ensures that we are meeting our statutory responsibilities and that we are planning for progression. It is designed to remain as standard.

(2) **Annual Curriculum Maps (Long Term Planning)**

Each year team produces an Annual Curriculum Map before the start of the year. This details the work that will be done over the course of the year, with detail for each subject in each term. Special events, trips and highlights are included. These maps are produced in accordance with the requirements of the Curriculum Coverage Map. They may be used in subsequent years with only minor alterations.

(3) **Termly Planning (Medium Term Planning)**

Each year team produces a Termly Plan before the start of each new term, in accordance with the Annual Curriculum Map. This gives more detail regarding the activities and learning that the children will take part in and paces the learning across the term. This information is then shared with parents and published on the school website in the form of a curriculum letter. Termly planning may be used in subsequent years but is likely to change in response to the requirements of new cohorts and to local, national and global events.

(4) **Weekly Planning (Short Term Planning)**

All teachers produce weekly plans for maths, literacy, science and topic. These detail daily learning objectives, ideas for whole class teaching and for independent and group activities, and opportunities for teachers and support staff to reflect and note down comments on children's progress. Teachers are required to plan using a standard format but are not required to plan in detail before the start of the week. The plan should be seen as a working document which is added to and amended in response to Assessment for Learning and the ongoing needs of children within the class. These plans are seen as an integral part of good and outstanding teaching. Whilst ideas from weekly plans may be used again, the plans themselves are unlikely to be recycled due to the diversity of needs and abilities within different cohorts.

Teaching the Curriculum

Topics

Teaching and learning in all year groups is designed to follow a thematic approach. Termly topics, such as the Romans, the Rainforest and 'Let's Explore Nature' give scope for us to meet the statutory requirements of the national curriculum whilst engaging the children in a range of exciting and meaningful learning experiences. Topics are planned by year teams but the teachers engage the children in discussions to inform medium and short term planning.

Topics will encompass the teaching of most subjects, including literacy (reading, writing and speaking), history, geography, art, music and DT. Other subjects, including maths, science, RE and dance, will also be brought into the topic where appropriate but are also taught discreetly. PE, MFL and computing are taught discreetly.

Key Skills

We put an important emphasis on the teaching of key skills including handwriting, spelling, grammar and basic number knowledge such as times tables and number bonds. All year groups have a timetabled half-hour session each day to address these skills and children's progress is tracked carefully to ensure that any additional support is put in place if required.

Reading

Reading is at the heart of our curriculum – we believe that the extent to which children read and enjoy books has a significant impact on their progress and attainment across the curriculum. All year groups receive regular guided reading several times each week using high-quality key texts, with additional teaching of reading for individual children who need it. As far as possible, guided reading is linked to literacy and topic work. Our approach to reading is detailed in a document entitled 'Reading 2014' in the Curriculum section of our website.

Spiritual, Moral, Social and Cultural Learning and Religious Education

Spiritual, moral, social and cultural aspects of learning underpin all aspects of school life and the values of the school. The school has taken account of statutory requirements and non-statutory guidance when planning at all stages. Coverage of SMSC teaching is detailed in our 'Provision for SMSC' document, available on our website.

Religious Education is planned from the Locally Agreed Syllabus, linked with the thematic units wherever possible. Parents have a right to withdraw their children from R.E. Where parents choose to exercise this right, the school will discuss with them alternative work for the pupil.

Extra-Curricular Opportunities

We believe that providing a rich, varied and exciting programme of learning opportunities is crucial to children's experience and progress, and we know that this needs to extend beyond the classroom. All topics include visits off-site including in and around Ivybridge but extending to other destinations such as Plymouth, Dartmoor, National Trust properties, the beach and the theatre. We also make full use of our school grounds to provide 'learning outdoors' experiences. We invite visitors into school where they can add value to learning – for example our Member of Parliament, local police officers and a member of the community who shares his experiences as an evacuee during World War 2.

Every Friday, all the children from Years 1-6 take part in 'Enrichment Afternoon'. Each half-term, they choose a new activity and join a mixed age group to enjoy pursuits such as cookery, art, bushcraft, book-making and local walks. The activities are designed to be fun and exciting whilst also equipping children with a wider range of life skills.

We also offer a range of extra-curricular clubs which take place at lunchtimes and after school on different days of the week. These include a range of sports clubs, drama, art, gardening, choir and ICT.

Foundation Stage

The curriculum that we teach in Foundation meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the six areas of learning: personal, social and emotional development; communication – language and literacy; mathematical development; understanding the world; physical development; and expressive arts and design. Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in Foundation builds on the experiences of the children in their pre-school learning. During the children's first half term in school, the teacher begins to assess each child. This and on-going assessment forms an important part of the future curriculum.

Special Needs

We comply fully with the requirements set out in the SEN Code of Practice in providing for children with special needs and our curriculum is designed to provide access and opportunity for all children who attend the school. 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 we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child and appropriate professional partners have been consulted.

Differentiation

In accordance with our ethos of Growth Mindset, we believe there is 'room at the top' for everyone. We have removed barriers to expectation and aspiration and enable all children to succeed to the very highest level possible. For this reason, we no longer hold a separate 'Gifted and Talented' register.

We do not have 'ability sets' for any subjects; there is little evidence for the effectiveness of this, and alternative evidence that it can damage self-esteem and hamper children's progress. If children are grouped according to need, this is done at the point of need and takes into account the full range of evidence available from ongoing formative assessment. Children are presented with a range of differentiated activities and are encouraged and supported to choose the one which will put them in the 'challenge' (as opposed to 'comfort' or 'danger') zone, while children who need additional support receive this individually or within a small group, again at the precise point of need.

This approach is supported by the research of Carol Dweck into 'Mindset' (2012)

Monitoring and Review

Governors

The School's Governing Body is responsible for monitoring the way the school curriculum is implemented. There are named governors for Literacy, Curriculum, SEN and Early Years who liaise with the subject leaders and teachers in these areas, and monitor teaching and learning.

Headteacher and SLT

The Headteacher and SLT are responsible for the day to day organisation of the curriculum and monitor the curriculum through planning scrutiny, classroom observation, liaising with the Curriculum Teams and teachers.

Curriculum Teams

There are 8 Curriculum Teams – Literacy; Maths; Science and Computing; Arts; Humanities, Outdoor Learning and MFL; PE and PSHE; SEN; EYFS. Each team comprises teachers and HLTAs, with a teacher on UPS leading each one. Curriculum teams are responsible for:

- Compiling, following, monitoring and evaluating termly Action Plans.
- Monitoring the coverage of NC objectives for their subject(s) across the school
- Evaluating teaching and learning in their subject(s)
- Reporting to SLT and governors on the progress of their subject(s)
- Maintaining an up to date knowledge and understanding of developments in their subject(s)
- Maintaining adequate and good quality resources.

Associated Documents

All the following documents are available on our website or on request:

Curriculum Statement (2016)
 Assessment Policy (2017)
 Marking Policy (2017)
 English Policy (2017)
 Maths Policy (2017)
 SEN Policy (2015)
 Collective Worship Policy (2017)
 Provision for SMSC (2014)
 Reading (2014)
 Curriculum Coverage Map (2014)
 Annual Curriculum Maps

Reference

Dweck, C. (2012) Mindset: How You Can Fulfil Your Potential, Robinson

Ricci, C.R. (2013) Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools.