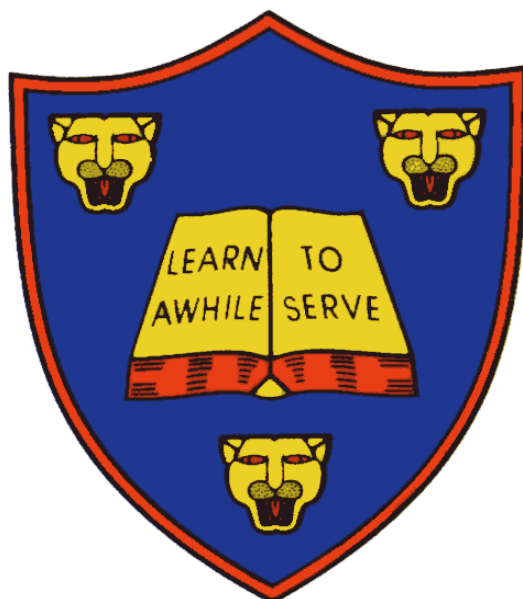


# STRATFORD PRIMARY SCHOOL



## Curriculum Policy

<b>Date adopted by Governors:</b>	<b>September 2018</b>
<b>Date for policy review:</b>	<b>September 2020</b>
<b>Person responsible for review:</b>	<b>Head Teacher</b>
<b>Signed by Chair of Governors</b>	<b>October 2018</b>

## Curriculum Policy and Practice

This policy should be read in conjunction with the Stratford Upon Avon Primary School Learning and Teaching Policy.

Stratford Upon Avon Primary School is committed to achieving the highest possible outcomes for its pupils. This policy details how our vision for the development of confident, happy, self-motivated learners who enjoy learning and see it as a life-long adventure, is achieved through learning and teaching.

### Rationale

Stratford Upon Avon Primary School aims to deliver a 21st century curriculum that inspires and challenges all of our pupils, staff and parents. The school aims to equip pupils with the skills and knowledge to develop their understanding of the world around them and to develop key learning dispositions that will prepare our pupils for the next stage in their learning journey. In an ever shifting global cultural climate, Stratford Upon Avon Primary aims to ensure that the curriculum is current, relevant and engaging to the pupils it serves, taking account of British values of democracy, tolerance, mutual respect and individual liberty and the Community Academies Trust (CAT) vision for *Ensuring Excellence*.

### Policy

- The National Curriculum is used to plan, teach and assess pupils from years 1 to 6 in all subjects using a holistic, practical, personal and experiential approach.
- The skills involved are subject specific and show progression in each subject through EYFS, KS1 and KS2 to ensure that pupils can study in depth and master key components of learning.
- The school adopts a thematic approach to the teaching and learning of these skills. This empowers staff to ensure that skills can be taught in the most creative, current and relevant contexts for pupils and can be led by the cohorts' interests and needs.
- The Statutory Framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 in Pre-School and Reception. A whole school strategic approach to the planning, teaching and assessment of the curriculum ensures that pupils receive a broad and balanced curriculum that takes account of the Primary National Curriculum 2014.
- Teaching staff will ensure that skills are appropriately differentiated in the planning and teaching stages to ensure a personalised approach to learning that takes account of SEND and more-able pupils so that pupils can lead, and be responsible for, their own learning.
- The curriculum ensures links are made between subjects where appropriate. Subjects may be taught in blocks to allow creativity and flexibility within the curriculum to develop sustained pieces of work and to explore spontaneous teaching and learning opportunities.
- The school will use "Cornerstones" to track, monitor and assess individual progress in core subjects.
- The school aims to use new and emerging technologies, the learning environment, outdoor learning and relevant resources to enhance the curriculum experience for all pupils.
- Extra-curricular activities during lunchtimes and after school such as art, drama, music and sports clubs allow children to develop their interests.
- Residential visits will develop children's social interactions, independence, self-reliance, confidence and skills for the future. These visits, which could include trips to London, Outdoor Adventure centres or Isle of Wight to inspire a love of learning as well as well as developing collaboration and a high level of independence.
- Opportunities will be taken to extend the curriculum through visits and visitors.
- Physical activities provide opportunities to develop skills, coordination, and teamwork as well as promote a healthy lifestyle. Learners are given the chance to take part in competitive sports representing their house and school teams.

- The arts will be used to develop the children's skills, interests and confidence and will be given value through opportunities to perform and display to other children within the school and the community.
- Pupil voice will be used to ensure a relevant and enjoyable curriculum. Teachers will take children's interests and evaluations of topics taught to guide direction of future learning to ensure the Stratford curriculum is appropriately personalised, localised and secures high levels of enjoyment.

### **In Practice**

- Subject leads are responsible for the annual auditing, evaluation and refinement of the skills for their subject. The curriculum lead and SLT will ensure the Stratford Primary Curriculum is meeting the needs of its learners and the wider requirements of the CAT.
- Teachers will use the long term planning formats to ensure that skills are strategic grouped over the course of the year.
- Class teachers will plan a thematic sequence of learning based on identified skills. Please note that the sequence may vary in time dependent on the context and number of skills being taught.
- Class teachers will use 'Cornerstones' software to assess individual pupils against their progress.
- Class teachers will regularly update and evaluate the 'Cornerstones' assessment to ensure that they are strategically aware of the needs of the cohort. This will then be passed on to the next year group team at the end of the year, where the cycle will continue.
- Class teachers will lead curriculum meetings for parents in the autumn term
- Parents' Evenings take place in the autumn and spring terms, with regular termly 'Drop-ins' to view books and take part in learning opportunities
- Highly Differentiated Curriculum Pupils who find it difficult to access the curriculum due to individual needs have access to a personalised curriculum through consultation with class teacher, SENDCo and other relevant agencies.

### **Monitoring and Evaluation**

- Subject Leads will conduct an audit for their subject to ensure curriculum coverage and maintain a subject leader folder.
- A range of monitoring activities will be planned and included in a termly monitoring timetable. This involves lesson observations, learning walks, scrutinies of work and environment audits that will evaluate the impact of the curriculum on teaching and learning. Governor monitoring is embedded in this schedule.
- Pupil voice will be used to evaluate the impact of the curriculum on pupil engagement. Through the delivery of this policy, Stratford Primary School aims to deliver a world class education to all pupils and prepare them for the life-long adventure of learning.

### **Learning and Teaching Policy and Practice**

This policy details how Stratford Upon Avon Primary School delivers high quality learning outcomes that reflect the context of the school, its community and the values of the Community Academies Trust (CAT). We are committed to achieving the highest possible outcomes for its pupils. This policy details how our vision for the development of confident, happy, self-motivated learners who enjoy learning and see it as a life-long adventure, is achieved through learning and teaching. We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## **Rationale**

Stratford Upon Avon Primary School has continued to refine its pedagogical approach to teaching and learning. The school has built upon a thematic learning model to create a bespoke and personalised approach which we firmly believe creates the best conditions for our learners to thrive and achieve. This approach to teaching and learning, in combination with our curriculum development, are the two strands that have been embedded throughout all aspects of school to ensure that all our learners fulfil their potential. The school is aware that there is no one method or simple approach that holds the key to successful learning; children need to be equipped with a range of strategies to tackle the challenges they face. The school believes that children should be given responsibility for their own learning, and aims to create independent, resilient and self-motivated pupils, who are well equipped with the skills to meet the challenges of an ever-changing society. Our policy also reflects the CAT's vision for *Ensuring Excellence*.

## **Aims and objectives**

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- enable pupils to build on prior learning and make new connections;
- ensure that pupils have time to demonstrate and consolidate their learning outcomes.
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

## **Effective learning**

We acknowledge that people learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles. We offer opportunities for children to learn in different ways.

These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of computers, iPads and other technology;
- fieldwork and visits to places of educational interest;
- creative activities;
- listening and responding to musical or recorded material;

- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity; and,
- outdoor learning in the EYFS and opportunities for Forest School experiences.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We ensure that, whenever possible, active and collaborative approaches to learning are considered.

### **Effective Teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

- We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children.
- We strive to ensure that all tasks set are appropriate to each child's level of ability.
- We co-construct a set of success criteria to ensure the pitch and challenge of every lesson is at the correct level; to promote the very highest standards.
- When planning work for children with special educational needs we give due regard to information and targets contained in the children's EHCPs.
- We have high expectations of all children, and we believe that their work here at Stratford Upon Avon Primary School is of the highest possible standard.
- We set academic targets for the children in each academic year and we share these targets with children.
- We review the progress of each child regularly and set revised targets.
- We plan our lessons with clear learning objectives.
- We take these objectives from the National Curriculum or Cornerstones.
- Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work.
- We evaluate all lessons so that we can modify and improve our teaching in the future.
- Each of our staff makes a special effort to establish good working relationships with all children in the class.
- We treat the children with kindness and respect.
- We treat them fairly and give them equal opportunity to take part in class activities.
- All our teachers follow the school policy with regard to discipline and classroom management.
- We set and agree with children the class code of conduct.
- We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all.
- We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general.
- We insist on good order and behaviour at all times. If children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.
- We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.
- We deploy teaching assistants and other adult helpers as effectively as possible. They are highly valued para-professionals and they collaborate very closely with teachers to secure maximum impact on the children's learning. Sometimes they work with individual children and sometimes they work with small groups.

- Our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children.
- We ensure that all children have the opportunity to display their best work during the year or in Achievement Assemblies.
- All classrooms have a range of fiction and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.
- All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. This is managed within the ongoing process of performance management and annual appraisals.
- We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- We conduct all our teaching in an atmosphere of trust and respect for all.

### **The Role of the Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the headteacher's report to governors as well as a review of the in-service training sessions attended by our staff

### **The role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We employ a range of strategies to communicate with parents about their children's learning by:

- holding parents' evenings to explain our school strategies for teaching literacy, and numeracy;
- sending information to parents at the start of each term/half term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with home learning. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible (target 97%);
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- attend Parents' Evenings appointments and curriculum meetings;
- attend achievement assemblies, topic sharing events and concerts;

- provide feedback on homework and annual reports;
- promote a positive attitude towards school and learning in general.

### **Monitoring and review**

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school

A separate document called '*Ensuring Excellence*' is also available

DRAFT

