



Shiremoor Primary School Curriculum Policy

Vision Statement

The community at Shiremoor Primary are committed to providing a safe, happy and nurturing environment where all children will become confident learners, realising their potential and being fully equipped for the journey ahead. Everyone in the school community will work towards developing children under three key aims: Aspire, Respect, Challenge.

Introduction

Our curriculum is designed to meet the formal requirements of the National Curriculum, but also to provide a range of activities that develop the whole child with consideration to the heritage of the area, any current affairs or topical issues and also to ensure that children have early preparation for the world of work. Part of this offer includes the 'hidden curriculum', or what children learn from the way they are treated and expected to behave in line with fundamental British Values. Our 'Personal Development Week', which begins each term, provides children with the opportunity develop across a range of core qualities and also to be able to consider their development for the future by considering careers and wider opportunities.

All staff are very committed to offering extra-curricular clubs to enrich the experiences of children and children are encouraged to attend these clubs to try new things or to practise skills they already have. Sporting clubs also encourage competition.

Aims of our school curriculum are:

- To teach children the basic skills of English and Maths to ensure that they can succeed in the next phase of their education with a view to gaining employment in the future.
- To enable all children to learn and develop their skills to the best of their ability with an understanding of what makes them a successful learner.
- To promote a positive attitude towards learning and acquire a solid basis for lifelong learning.
- To enable children to be healthy individuals, who enjoy sport and appreciate the importance of a healthy life style.
- To help children understand Britain's cultural heritage and the heritage of the local area.
- To enable children to be positive citizens in school and in society, understanding and respecting other cultures and making positive contributions.
- To fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education.

Organisation and Planning of our Curriculum

Long-term plans include a coverage of subject areas across the whole school to enable children to develop in depth a range of vocabulary, knowledge and skills through age-appropriate areas of interest.

Medium term objectives are drawn directly from the National Curriculum and, in some subjects across Key Stage 2, knowledge organisers ensure that all teachers recognise the progression of skills and knowledge required in the subject.

Teachers deliver short term planning based on the long and medium term plans and the impact of this is monitored in a variety of ways such as through formative assessment and work scrutiny.

Teachers must ensure that they have coverage of the knowledge and skills for their age-group but there is enough flexibility for teachers also to cover topical, current or spontaneous affairs that arise. There is no set planning format for teachers to enable each teacher to work in the way most suited to them being able to be well-prepared for lesson delivery for the class they are teaching.

Whilst English and Maths are our key school priority (to ensure that all children are prepared for future learning needs), other subjects can be taught discretely and where it supports teaching and learning, in a cross-curricular manner. Some subjects may be taught weekly, others may be taught half-termly or through other subjects. Generally, year groups will study the Arts for one half-term and the Humanities for another to allow more depth of learning and opportunities for spaced learning.

Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects, and over the duration of a whole key stage, the pupil will have been taught all subjects in line with the new National Curriculum and Local Authority guidance. They have also experienced opportunities beyond the curriculum.

Recording of work

Work in foundation curriculum subjects is planned, where possible, to be practical, engaging and differentiated to meet needs whilst developing the key skills. To this end, not all work will be evidenced in a book. Some work evidence may be on display, some may be on video or photographs or in a class book or some through discussions with pupils.

Assessments will be evidence of achievement.

Assessment

Target Tracker is used to record all assessments. All class teachers are responsible for inputting accurate data that is then used by Curriculum Leads and Senior Leaders to monitor any matters arising in particular subjects to ensure that these are actioned and to monitor standards and progress.

Subject Leaders oversee their curriculum area by:

- Providing a strategic lead and direction for the subject;
- Supporting and offering advice to colleagues on issues related to the subject;
- Monitoring pupil standards in that subject area;
- Providing efficient resource management for the subject.

Early Years Curriculum

The curriculum in early years ensures that all elements highlighted within the Early Years Profile are covered and children learn by engaging in well-planned, structured activities. Our 2 year old and Rising 3 provision provides the building blocks to Nursery readiness that includes coverage of the Early Years curriculum and is planned through the interest of pupils. Pupils generally learn through play with activities being carefully chosen based on the needs and interests of pupils on a weekly basis.

Teaching in the nursery & reception classes builds on the experiences of the children in their pre-school learning. Our Early Years Team work closely together to ensure that the children have a progressive range of learning opportunities based on their assessed needs. Children who attend school all day, either for wrap around or for social reasons, can work across rooms to have a varied experience over the day. Much focus is given to preparation for learning prior to children starting nursery and this means that nursery can quickly have a focus on early reading and maths skills to ensure that children enter Reception with a stronger baseline. Staff across our Early Years Team communicate strongly with parents. Teachers also conduct rigorous cross-moderations across the provisions within school and through local authority and cluster meetings to ensure curriculum and assessment is consistent throughout the setting.

Wider Opportunities

We are passionate about providing opportunities for all children to ensure they have access to experiences and we carefully plan to ensure that by the time children leave us at the end of Year 6, they will have had opportunities beyond the curriculum such as:

- Residential visits
- Camping
- Regular cookery
- Walking in a range of environments
- Visits to cultural experiences such as art galleries, museums and the theatre

Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. Evolve Forms will be submitted for all off site visits.

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in, or attend, Shiremoor Primary School have the right to be treated fairly and with respect by everyone connected with the school. We aim for Shiremoor Primary School to be a safe, supportive place, where all children and adults feel valued as individuals.

Children with Additional Needs

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 co-operation with parents. If a child has additional needs, our school does all it can to meet these individual needs complying with the requirements set out in the SEND Code of Practice and using our knowledge of the child to tailor experiences and adapt opportunities for their needs.

Governors

Governors review each subject via the school development plan, and through planned curriculum deep dives and link governor meetings, which result in a report that is shared with the full governing body. Specific subject leaders may be requested to present details of initiatives, or development to the governing body.

We have named governors for the core subjects, wider curriculum, Early Years and Special Needs. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects. We also invite Governors to review foundation subjects with curriculum walks and work scrutiny.

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to the Head Teacher and budgets spent with these in line with school priorities to ensure a high quality delivery of our curriculum.

Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Face to face reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents make an appointment to meet with their children's teachers and discuss their progress.
 - Learning Assemblies and book looks
 - Knowledge Organisers for Key Stage 2
 - Homework
 - Website
 - Traffic light system for attendance
 - Reading half termly assessments
 - School and class Twitter accounts

Teachers are of course also available at the start and end of each day for any necessary communications or by appointment arranged at the school office.