

Pensby Primary School



Curriculum Policy

Mrs K Brown – November 2021 / June 2022

Curriculum

At Pensby Primary we strive to provide the best possible environment for our children to learn and develop, as well as to cultivate a sense of wonder, empathy and understanding of the world around them. Our curriculum is designed to enable us to bring the best out of our children, ensuring that they maximise their potential as fully as possible for the next stage of their lives. Our curriculum encourages our children to be:

- Curious
- Creative
- Knowledgeable
- Collaborative
- Positive
- Reflective
- Adventurous

Our curriculum is focused on developing the children's knowledge and skills across each of the National Curriculum subjects, ensuring that our children are ready for their next stage of learning.

Through our focus on SMSC learning (Spiritual, Moral, Social and Cultural) and SEMH learning (Social, Emotional and Mental Health), we ensure that our children understand themselves, their place in the world and how to make the world a better place. We aim to build resilience in our children and encourage a Growth Mindset for all, providing our children with opportunities to develop life skills, which focus on their individual strengths and areas for development, whilst allowing them to develop their character, something we see as an integral part of our curriculum.

We believe reading to be central to our curriculum as the ability to read and understand what is being read opens learning up for all of our children and it is therefore given the high priority it deserves in all aspects of our curriculum. The development of children's vocabulary is a vital tool in learning and understand the curriculum and this is a focus in all subject areas.

We aim to provide our children with the cultural capital that they need to enable them to succeed in life, for example through visiting museums, opportunities for music – both performing and appreciation, sports competitions and visitors to school.

Our Curriculum pledge

From the time children join us in Reception to the time they leave at the end of year 6, we want to give the children experiences within and beyond the curriculum that enable to leave us with a cultural capital and the drive and thirst to explore all they can and achieve all they can. Our pledge is that the children will:

- Attend at least 1 residential visit
- Experience a visit to the theatre
- Visit a museum
- Have afternoon tea
- Represent the school at an event
- Be given a job of responsibility
- Cook and bake
- Dress up and dress down

- Build a fire
- Care for others and be a good friend to the pupils in Pensby and Stanley School
- Learn about where they live so they really know the area
- Attend an extra-curricular activity
- Exceed the national requirements for swimming
- Be immersed in a culture of talk
- Go to the beach
- Visit a nature park
- Learn self-defense skills
- Know first aid
- Understand different cultures and respect them
- Perform on a stage
- Know how they can help their environment
- Ride a bike
- Experience British customs such as weddings and street parties

Curriculum Leaders

The overall curriculum lead is Mrs Wright.

As a reflective school, we continually strive to improve our teaching and learning and the coordination of our subject areas is driven through collaborative curriculum teams, allowing us to make meaningful links and connections between subject areas and drive forward standards as a team with each team supported by members of the governing body.

Team	subjects	Staff in team	Governors		
1 Knowledge and understanding of the world	History Geography RE PSHE MFL	Mrs Williams Mrs Embery	Mrs J Evans Mrs Farrell Mr Boyton Mrs McCauley	Mrs Wright is the Curriculum Lead Teacher	Mrs Brown is the strategic Curriculum Lead Teacher
2 Cultural and performing arts	Art DT Performing arts PE Forest	Mrs Spencer Mrs Shaw Mrs Gilleece Ms Parry	Mr Morris TBC		
3 STEM	IT Science	Mrs Beggs Miss Reynolds	Mr Smalley Mr Spencer		
4 English and maths	English Maths	Mrs Gilleece Miss Grant Mrs Embery	Mrs S Evans Mrs Clarke Ms Lawrence		

Curriculum Implementation

The curriculum forms the basis for our learning and the experiences our children enjoy during their time here. We are proud that our curriculum goes beyond the statutory National Curriculum (2014) and encompasses cultural, creative and sporting opportunities. The curriculum we offer enables us to ensure that every child develops the key learning steps and receive learning experiences and opportunities to develop their knowledge and skills in different ways. We ensure that learning broadens the values and opportunities for the child as they grow and develop.

Our curriculum consists of many planned experiences in school and out, for example – topic days, school reps, assemblies, trips, visitors, residential visits, workshops and fundraising opportunities. We have developed our PPA provision (Planning, Preparation and Assessment) to enable us to offer specialist teaching in the performing arts and PE, through the employment of sports coaches and specialist coaches.

Outcomes are designed to meet not only the requirements of the National Curriculum but also to develop the knowledge and skills needed by our children for learning and for life.

We have a vibrant and rich curriculum which builds upon the prior learning from EYFS to the end of KS2, ensuring consistency and progression. To ensure that progression and balance is maintained across the school, the programmes of study for each specific subject are outlined in our long-term plans. Subject leaders ensure that the Subject Intent and policy for their subject is up to date and relevant for the children we have in school.

Teachers then translate these units into medium-term and weekly plans where the specific needs of the children can be addressed.

Development of the curriculum

Our staff are constantly refining and improving our curriculum. The most recent work began in 2019 and saw all school staff join together to research and discuss subject development. Research of schemes and programmes was undertaken to ensure that any materials selected were appropriate and in line with our vision.

At Pensby we take into account every cohort and every child's needs and use our knowledge of the children to make any further refinements of the curriculum content to ensure that it inspires, excites and motivates all children.

Feedback and Marking

Our Feedback and Marking policy should be read in conjunction with this policy.

Pupil, staff and family feedback on all aspects of school life, including the curriculum is regularly sought in online questionnaires. The results of these are used to refine and improve all aspects of school life.

Monitoring and evaluation

Our Monitoring and Feedback policy should be read in conjunction with this policy.

Pupil, staff and family feedback on all aspects of school life, including the curriculum is regularly sought in online questionnaires. The results of these are used to refine and improve all aspects of school life.

Our curriculum design process

This process is ongoing and will always be at the heart of what we do. The leaders of Pensby are committed to meaningful curriculum design by:

- Learning about the curriculum for themselves;
- Showing support when it comes to working with subject leaders on developing the curriculum;
- The schools Curriculum Development Group (CDG) comprises all teachers and is led by the curriculum lead;
- We have been developing our curriculum for years – constantly build upon what we already had, like painting the Forth Road Bridge;
- Giving a generous time-frame for curriculum review;
- Ensuring that curriculum development work is privileged on training days and at subject meetings;
- Seeking expert support if required – especially in niche subjects like Computer Science;
- Funding membership of Subject Associations, which extend the curriculum conversation beyond the confines of the school;
- Encouraging teachers to join local subject-based curriculum groups and give them time to attend meetings;
- Encourage curriculum development which has local colour – Coast 2 Country.

Time for curriculum development

It is essential that subject leaders are given the time, resources and opportunities to develop and strengthen their subjects. At Pensby we offer this by:

- Giving time to subject teams to meet, plan, monitor and review;
- Only meeting when essential so allowing more time for subject development;
- Offering and supporting relevant training to improve subject knowledge and skills;
- Setting aside budget funds to purchase necessary resources wherever possible;

Timeframe for Curriculum Development

year	Activities	Decisions to be made
2018 to 2019	<ul style="list-style-type: none"> • Mary Myatt and other pedagogical research to form understanding of curriculum needs • Initial discussions to identify current curriculum strengths 	What are the strengths we want to keep? What do we want to change fully? What needs further development?
2019 to 2020	<ul style="list-style-type: none"> • Staff meetings to design the curriculum • Time for staff to research schemes and programmes and to consult with staff • Budgets to purchase necessary 	Plan time for research and staff meeting time for discussions Meet and look at researched schemes and decide what is best matched to our values Purchase of equipment/resources for curriculum development.

	<p>equipment/resources for curriculum developments</p> <ul style="list-style-type: none"> • Finalise Long Term plans 	<p>Long term plans/overviews are finalised.</p>
<p>2020 to 2021</p>	<ul style="list-style-type: none"> • Complete subject documents – policy, intent statements • Medium term plans to show the end of stage expectations and knowledge that will have been grasped. • Define how to teach the core subject specific knowledge in a way that models the subject specific strategies to use that core knowledge to problem solve. 	<p>Subject documents will be completed.</p> <p>Decide upon the core subject specific knowledge a pupil to have grasped by the end of Year in their subject.</p> <p>All staff are clear on any subject specific knowledge that needs to be taught in a certain way to support problem solving in that subject.</p>
<p>2021 to 2022</p>	<ul style="list-style-type: none"> • a well-planned assessment regime which allows teachers to know whether pupils have learnt what they have been taught by the end of each learning stage • letting the subject matter determine the pedagogy 	<p>DOL and all other subject specific assessment processes are relevant, in place and showing the effectiveness of teaching and learning for all pupils</p>
<p>NB – due to the pandemic this plan is not to the timetable and some slippage has occurred. This is being addressed.</p>		