



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Curriculum Policy

Rationale

The curriculum provides the context for teaching and learning. At Alexander Hosea Primary School we believe that our balanced, broadly based, progressive and enriched curriculum, underpinned by our school vision and values, Effective Lifelong Learning Inventory (ELLI) learning powers, gem powers and Social and Emotional Aspects of Learning (SEAL) will help our children to be aspirational. The curriculum will allow them to grow into positive, responsible people, who can learn effectively and co-operate with others, while developing the skills and knowledge to ensure their learning is limitless. They will be very well prepared for secondary school and become life-long learners.

Definition

The curriculum is defined as all the planned activities that we organise in order to promote learning as well as personal, social and emotional development. It includes not only the formal requirements of the Early Years Foundation Stage and National Curriculum 2014, but also the range of extra-curricular activities that the school provides in order to enrich the experiences of the children. It also includes the 'hidden curriculum', i.e. what the children learn from the way they are treated and expected to behave, which creates the school ethos.

Aims

Our curriculum will:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The curriculum is underpinned by our core ASPIRE values and aims:-

Adaptability – To be adaptable in a changing world

Self-belief - To have self belief in what they can achieve

Perseverance - To persevere and show resilience

Inclusion - To accept and value differences and similarities in ourselves and others

Respect - To respect views, opinions and belongings of ourselves and others

Enquiry - To foster a zest for discovery and learning

The specific aims of our school curriculum are:

- to set high expectations for every pupil, providing appropriate challenge and support
- to make learning meaningful, engaging and fun
- to enable all children to learn and develop their skills to the best of their ability through personalisation, responding to individual pupils' needs, overcoming potential barriers for individuals and groups of pupils and promoting a fully inclusive ethos;

- to promote a positive attitude towards learning and an ability to persevere, so that children enjoy coming to school, and acquire a firm foundation for lifelong learning;
- to teach children the skills of English, Mathematics, Science and Computing and provide exciting opportunities to apply these;
- to encourage children to be enquiring, creative and to develop independent thinking through problem-solving and collaborative learning
- to promote a genuine interest in and teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to promote community cohesion and enable children to be adaptable and positive citizens in a local and global society;
- to fulfil all the requirements of the Early Years Foundation Stage, National Curriculum 2014 and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual, moral, social and cultural (SMSC) development, and to understand right from wrong;
- to promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- to help children understand the importance of fairness, tolerance and empathy so that they grow up committed to equal opportunities for all;
- to enable children to have self-respect and high self-belief, and to be able to live and work co-operatively with others.

Long term

- Each subject area has set out non-negotiables for each year group that must be taught at some time during the year

Project plans

- Each long term the curriculum is planned around an essential question which drives the children's learning and teachers' planning, ensuring an integrated, cross-curricular approach.
- Essential questions are planned to be thought provoking and promote deeper thinking. They would not be able to be easily researched on the internet.
- Projects will be chosen, where possible, to capture the interest and imagination of the children involved.
- Projects have a clear timeline with milestones and mini-outcomes for pupils to achieve, leading to a final outcome with an audience to give more purposeful learning.
- Projects will be enhanced with visits, visitors, real-life tasks, links to the community and current global issues where possible.
- Core subjects and skills are integrated into the project giving relevance to learning.
- Skills and content that cannot be woven into projects will be taught at another time.
- Parents are informed about the whole project with a project web online.
- Weekly newsletters detail progress through the project and inform parents/carers of ways to support from home.

Key elements of project based learning;

Personalisation and making choices

- Teachers endeavour to find out about current interests of children and how they want to learn. Children have opportunities to contribute their ideas to their learning with ideas for projects and how to present their learning.

Learning environment

- Creative and motivational learning environments take on an appearance of a time, place or event being explored in the project and are changed with each project. Classrooms are planned to have a variety of flexible learning spaces to allow children to make daily decisions about where and how they would like to learn.

Challenge based learning

- Developing problem solving, independence and resilience in learners is a central part of our teaching. Children are presented with challenges related to their project which require them to organise themselves, plan and carry out the task and choose how to present their learning whenever possible. Staff act in a facilitating role, using careful questioning to support rather than direct.

Wow days

- These are designed to spark interest in the new project. The days are planned to incorporate a wide range of skills and activities and can take place in school, outside or off site. This leads the children to being immersed and engaged in their project quickly.

Final outcome

- The final outcome of a project, which might be a product (such as an artwork), or a performance (such as a show or a debate), a display (such as a museum) creates a focus for the project and gives a purpose for learning from the very beginning. Pupils are aware of the final outcome and importantly the timeline. This gives pace and purpose and embeds the need for high quality, world-class outcomes.

Audience

- Each outcome will have an audience that will be wider than the parental community where possible. Ultimately aiming to give service to the local and global community will increase motivation and engagement.

Critique

- Peer critique is being developed to allow children to reflect upon and improve their learning. Using exemplar pieces, for example to introduce a writing genre, and creating and WAGOLL (What A Good One Looks Like), provides the children with a clear understanding of the expectation. Children critique and redraft their learning until it becomes the very best it can be and of which they feel extremely proud. This may not be used all of the time but particularly with pieces that will be used as a final product as part of an outcome. Children will be taught how to provide warm feedback and cool feedback (helpful suggestions for improvement) initially through use of visual pieces such as art and design. As they develop their skills it will be linked across the curriculum. Children will be asked to follow three main rules when completing critique sessions: Be kind. Be helpful. Be specific.

Early Years Foundation Stage

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The Prime Areas are

- Communication and Language
- Physical development
- Personal, social and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The curriculum within the EYFS is based around plans which have stemmed from the children's own interests under the umbrella of the term's essential question and theme. The areas of learning are equally important and depend on each other. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. All areas are delivered through a balance of adult led and child initiated activities.

Key Stage 1 and Key Stage 2

From Year 1 to Year 6, we follow the requirements of the National Curriculum 2014; the programmes of study for each subject are used as the basis for our long term planning. We ensure that all the requirements are met through our "Non-Negotiables" which are used by all phases.

Alexander Hosea uses and follows the South Gloucestershire Agreed Syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction. Our PSHE curriculum is supported by SEAL materials. From Reception through to Year 6, opportunities will be taken to extend the curriculum through;

- visitors, including artists, craftspeople, actors and musicians
- the use of the school grounds, the locality and the wider environment
- educational visits
- support of parents.

Planning

Each long term, staff work together to develop and enhance each other's plans through mind-mapping and project tuning. Children might also take part in project tuning, including planning the learning environment.

Development as an effective learner

A core part of learning across all areas is the development of the children as effective learners. We have ELLI (Effective Lifelong Learning Inventory) characters that help the children to develop as rounded learners. Alongside this we are developing Dr Tom Robson's gem powers.

The role of subject leaders

The role of the leader is to:

- provide strategic lead and direction;
- support and offer advice to colleagues;
- monitor and evaluate teaching and learning;
- provide efficient resource management

Effective subject leadership is part of the Teachers' Standards. Where possible, the school gives subject leaders non-contact time, so that they can carry out some of the necessary in-school duties involved with their role. It is the role of each subject leader to keep up with developments in their subject area, at both national and local level. They review the way it is taught in the school and plan for improvement as part of school self-evaluation processes. This development planning is integral to school improvement planning. Each subject leader reviews the plans for their curriculum area, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Peer critique of planning, as part of the project tuning, plays an important part in this process.

The subject leader also keeps examples of children's learning, which s/he uses for moderation and to show the progress and achievements of children at each key stage and to give examples of expectations of attainment.

Monitoring and review

- The governing body will take a strategic view, determine policies, plans and targets and monitor and evaluate progress and attainment.
- It is the responsibility of the 'Teaching and Learning' committee to acquire a more in-depth and informed knowledge of the curriculum through its monitoring and review processes.

- We have named link governors for English, Mathematics, Computing, Special Educational Needs and Disability, as well as other curriculum areas. The governors liaise with the subject leaders of these areas, and their role is to find out and report on provision and its impact upon children’s learning.
- The Headteacher is responsible for the day to day organisation of the curriculum. The Senior Leadership Team and subject leaders monitor weekly lesson plans, ensuring that all classes are taught the full requirement of the National Curriculum, and that all lessons have appropriate learning objectives and activities to meet the needs of all pupils.
- The Assistant Headteacher monitors project plans and reports to the SLT as necessary.
- Subject leaders monitor the way their subject area is taught throughout the school. They examine long-term, medium term and short term planning and ensure that appropriate teaching strategies are used. Core subject leaders also hold a budget to purchase necessary resources and have responsibility for monitoring the way in which these are stored and managed.

Conclusion

This policy will be reviewed every three years unless there are significant national or school changes which it needs to reflect.

This policy needs to be read alongside:

EYFS policy

Teaching and learning policy

Assessment and reporting policy

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give ‘due consideration’ to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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