

Thorn Primary School

Curriculum Policy



Our Vision

At Thorn Primary School we have designed the curriculum to ensure all pupils receive a broad and balanced education that builds up skills, knowledge and understanding. It ensures academic success whilst promoting a good understanding of physical and mental well-being. Thorn Primary School develops the diversity and uniqueness of all our pupils supporting their spiritual, moral, social and cultural development through the curriculum to ensure pupils are fully prepared to make a positive contribution to society.

Intent

This policy outlines the teaching, organisation and leadership of the curriculum that promote high quality teaching and learning at Thorn Primary School.

At Thorn Primary School 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 experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices and contributions in life. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives leading to future career opportunities.

Aims:

Statutory Requirements:

- We aim for our curriculum at Thorn to meet the formal requirements of the National Curriculum 2014:
- provide an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.:
- offer a curriculum which is balanced and broad and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- provide pupils with an introduction to the essential knowledge that they need to be educated citizens and introduce pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

Integral to these requirements are:

- Thorn's specific needs
- Thorn's immediate locality
- The uniqueness of our children and the school community.

Our curriculum is focussed on preparing children for life after school including the work environment. Children need to achieve in today's competitive, challenging world. We believe that high academic standards are underpinned by positive attitudes to learning. These attitudes to learning are developed throughout our curriculum:

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
- Motivation and Curiosity
- Self-confidence and Esteem
- Independence

Implementation

Organisation, planning, teaching and learning:

Our curriculum is planned across three terms with high expectations of the application of English and Mathematics skills at all times. Curriculum overviews have been developed by subject leaders to ensure subject knowledge coverage, purposeful cross-curricular links, progressive skills and vocabulary enrichment driven through a whole school theme each term:

Cycle 1	Brilliant Britain	Wonderful World	Secret Garden
Cycle 2	Festivals of Colour	Ancient Worlds	Inspirational People

Teachers use the comprehensive curriculum overviews to map out their teaching across the term and develop short term plans.

At both key stages the curriculum is taught using a cross-curricular and discrete subject approach. Time is used effectively and flexibly to allow professionals to organise teaching and learning experiences through a 'blocked' approach to best meet the needs of our children.

Contextual Learning

Curriculum days and events (contextual learning) are used to enhance learning in a creative way providing opportunities for children to apply a positive attitude to learning. Enrichment weeks, visiting experts and trips are used to bring the curriculum to life and throughout their time at Thorn Primary School every child will be given the opportunity to experience:

- To play and perform an instrument as well as showcasing their talents in drama and music in front of an audience.
- Watch, enjoy and appreciate a professional theatre performance
- To take part and compete in extra-curricular sports activities
- To develop their aspirations and attend at least two careers conventions
- Plan, manufacture, market and sell in a fair a product, taking into account costings and profit margins.
- To take part in Science, Technology, Engineering and Mathematics (STEM) weeks promoting equal opportunities across genders in these subject areas and associated careers.
- To take part in the democratic process of an election
- To cook outside using an open fire, eating our own produce and build a shelter in the outdoors
- To plant, grow, eat and cook fruit and vegetables to develop healthy lifestyle habits
- To spend quality time with peers overnight taking part in challenges that will develop positive attitudes to learning.

Impact

Assessment and record keeping is the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured.

Purpose:

- To gain knowledge of pupils' abilities in order to inform and guide future teaching and learning and provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

Process:

Formative assessment is completed by teachers after each session with annotations and notes on planning as well as through marking and verbal feedback with children. Summative assessment information is completed termly by staff to show attainment against the 2014 National Curriculum descriptors. Over the course of the year, staff will formally assess the following subjects:

- Science
 - Computing
 - Art and Design
 - Design and Technology
 - Geography
 - History
 - Languages
 - Music
 - Physical Education
 - RE
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- Assessments in the foundation subjects are recorded on **subject progression sheets** at the end of each unit of work. This information is used to inform the Subject Action Plans and may feed into the school development plan.
 - In school, teachers record day to day assessments on planning as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge.
 - Teachers also mentally retain a tremendous amount of information about children. These informal records are used to provide additional evidence for more formal assessments and inform future planning, teaching and learning.

Resources

Pupils have access to the necessary resources to undertake a variety of activities and facilitate the teaching of the whole curriculum. Teachers are consulted prior to large orders being undertaken to ensure they have the appropriate resources to support and enhance teaching and learning experiences.

Curriculum monitoring/review/evaluation:

At Thorn Primary School, each subject has an individual subject leader who is accountable for raising the standards of teaching and learning through monitoring, reviewing and developing their subject areas.

The curriculum leader is responsible for keeping abreast of current developments in the teaching of the whole curriculum, with the assistance of the head teacher, and feeding these developments back to staff and governors. Subject leaders have a range of CPD opportunities throughout the year, including Lancashire Subject Leader meetings/briefings/updates where they can network with other leaders sharing best practice.

We recognise that a curriculum is continually developing and evolving and therefore, Thorn's curriculum, does not stand still. The Head teacher and the Senior Leadership Team alongside the Governing Body regularly review the curriculum to ensure it meets the needs of the children at Thorn Primary School.