

Green Park Community Primary School

Curriculum Policy

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(Date of next review: September 2025)

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Updated – September 2024

Intent

We all aim to provide a safe, happy and healthy environment in which all children are encouraged to be creative, confident and enquiring individuals in an atmosphere of mutual trust, respect and support. We want our children to be successful, to love learning and to move onto secondary school with the skills, knowledge and understanding that will enable them to thrive.

Our curriculum is rich with knowledge based facts that are progressively taught. We also place an emphasis on developing the skills our pupils need for future learning, including resilience, growth mind set and perseverance. The strengths of our curriculum are that we identify and promote subject specific vocabulary, equip our pupils to build links and enhance their learning across other subjects and empower the children with a wide range of skills and knowledge.

Implementation

Knowledge is facts and information and skills are the application of knowledge in a range of contexts. We adhere to the HMCI comment 'knowledge underpins and enables the application of skill' and we understand that both need to be developed alongside one another.

Our curriculum offers valuable first-hand experiences to enrich the curriculum, with a range of activities taking place during lunchtime and after school to enhance pupil provision. We work hard to include the 'wow' factor to motivate and inspire our learners to prepare children for the world they live in today and for the future. We do this during our 'Engage' sequence of lessons.

Green Park is an inclusive school, where 'Together Everyone Achieves More', therefore a range of strategies and resources are available to ensure that all pupils can be assessed effectively. This includes support for learners who have English as an additional language, gender difference, pupils with SEN and More Able pupils. We recognise the importance of making links between home and school and encourage parental involvement with the learning of homework. Weekly and termly homework activities are set. This homework allows children to:

Practise and consolidate their skills and knowledge

Develop and extend their techniques

Share their work with their family

Each class teaches a dedicated whole class reading session 5 times a week.

Our English curriculum is delivered through the use of a quality text to ensure high expectations are in place. It drives the objectives that need to be taught alongside the promotion of reading for pleasure and enjoyment. Our daily maths lessons promote the skills of discovery and mastery of learning using The White Rose Scheme of Learning.

All subjects are timetabled throughout the week. Religious Education and PSHE are highly valued at Green Park as we recognise the importance of developing the moral and social skills of our children with particular regard to their emotional health and wellbeing.

Impact

Through our curriculum we strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of our children. We measure this carefully using a range of materials, but always considering age related expectations. We intend that the impact is that children will be academically and physically prepared for life in their next school stage, in Modern Britain and the wider world. We want our learners to become rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. From this they will develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles we give them.

Our learners are to be guided by all staff on how to approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. Aim At Green Park Primary School we aim to bring learning to life by providing high quality teaching and inspirational learning activities which link to all areas of the curriculum.

Through the Cornerstones projects we want children to engage, develop, innovate and allow children to express their ideas through a range of activities.

Cornerstones Curriculum

The Cornerstones Curriculum is a creative approach to learning that is mapped to the new 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our new curriculum will be delivered through Imaginative Learning Projects (ILPs) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our new curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum. Cornerstones also provide a 'detailed coverage checker' to ensure that all objectives within the curriculum are covered. This means that we are aware if there are any areas that need to be taught discretely.

What Cornerstones Curriculum entails

Children will progress through four stages of learning in each Imaginative Learning Project – Engage, Develop, Innovate and Express.

1. Engage The 'Engage' stage of learning provides children with an inspiring and thought provoking starting point that stirs curiosity and creates interest. Children engage in purposeful learning experiences; in and outside the classroom, making use of partners, experts and the community to provide the stimulus to learn. To ensure that children are immediately 'engaged', teachers provide a range of memorable experiences and starting points that stimulate the children's interests in a particular theme or concept.

2. Develop During the 'Develop' stage of learning, children are given the opportunity to expand and master key skills, subject knowledge, research techniques and independence. Children become diligent learners making sense of information and experiences, leading to sound understanding and progress. Children develop their knowledge, understanding, key and subject skills required to progress through their learning tasks and gain high quality relevant learning experiences.

3. Innovate In the 'Innovate' stage of learning, children's ability to work creatively, exploring possibilities and finding solutions will be challenged. Using and applying previously learned skills, knowledge and understanding children's work collaboratively to innovate, managing their own learning to achieve given success criteria. Teachers provide an imaginative and relevant scenario that provides opportunities to observe how successfully children can use, apply and problem solve in creative and imaginative ways.

4. Express In the final stage of learning, children are given the chance to share, celebrate and reflect with a range of partners and audiences. Children cement their learning through shared reflection with peers and other adults and are able to suggest next steps of learning. Teachers discuss, review and support individual and group evaluations using their observations and evidence to make summative assessments. Assessment Ongoing assessment includes: • Children's work • Self-assessment of the key skills learnt • Peer assessment • Questioning and discussion • Group work activities • Topic books – children's and teacher comments about the project as well as pupil and teacher assessing the LO for each subject.

Roles and Responsibilities

The Headteacher and the Governing Body have overall responsibility for the Cornerstones Curriculum, supported by the Curriculum leader.

The Curriculum leader is responsible for overseeing the delivery of the Cornerstones Curriculum through:

- Regular formal and informal discussions with staff
- Monitoring planning to ensure curriculum coverage
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimized
- Observing learning and teaching to ensure progress is being made within the topics
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue
- Making changes where necessary
- Formulating an action plan to move the school forward
- Speaking with the children about their learning All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Parental Involvement

To keep parents informed of what the children will learn, teachers will send out a newsletter at the start of each term detailing the subject coverage for the following term as well as detailing this on the year group page on the website. This newsletter and website page will give general information

about the subject area, a brief overview of the things the children will be involved in and a summary of the key learning areas. Work carried out will be shared within the school and through the class as part of the celebration of the project. Each year group will also invite parents and carers at least twice a year to celebrate the pupil's learning.

Monitoring and Review

This policy is monitored by the governing body and will be reviewed yearly.

The next review will be : September 2025