**Pennyhill Primary School**

Curriculum Policy

# CURRICULUM INTENT

## Curriculum Aims

## 

## To provide a broad, balanced effectively sequenced and inclusive curriculum. Our curriculum is designed to enable children to learn the skills and knowledge required; to achieve their full potential and take their place in modern society.

* Our Curriculum is **broad**: so that it provides a wide range of knowledge, skills and experiences.
* Our Curriculum is **balanced**: so that each element is given sufficient time to contribute effectively to learning.
* Our Curriculum is **inclusive**: so that it provides opportunities for all pupils regardless of any differences, which might exist.

Furthermore, in order to meet the aim outlined:

* Our Curriculum is **relevant**: so that it is directly related to the learner’s experience.
* Our Curriculum is **coherent**: so that each element is linked where possible to make the learning experience more meaningful.
* Our Curriculum is **progressive**: so that teaching builds upon what has gone before, to develop skills, knowledge and concepts in a systematic way.
* Our Curriculum is **differentiated**: so that that learning is scaffolded to meet a wide range of needs presented by learners

## Curriculum Objectives

All children have a right to a broad, balanced and relevant education that provides continuity and progression and considers individual differences. The curriculum at Pennyhill Primary School is based upon three core objectives:

* To develop the child as a responsible and confident citizen who is prepared to live in an ever- changing and diverse world.
* To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn.
* To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.

## Core Skills

In partnership with parents and carers, and in a rapidly changing world, Pennyhill Primary School aims to ensure that the following core skills are developed through all aspects of the curriculum (including RHE):

* Speaking & Listening
* Developing a sense of self-worth & understanding of self and others
* Learning with others
* Improving own learning and performance
* Developing independence and responsibility

## Pennyhill Primary Curriculum

To achieve these aims and objectives, as well as develop the core learning skills outlined, we will deliver an exciting and varied curriculum across the school. We adopt a curriculum model, which covers all aspects of the Early Years Foundation Stage Curriculum and the National Curriculum. Whilst this may be cross-curricular in some aspects, it is broadly delivered across the following key areas of learning:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| English | Mathematics | Science | Art & Design | Computing | Physical Education |
| History | Geography | Design & Technology | Languages | Religious Education | Music |

Our curriculum is enriched through:

|  |  |  |  |
| --- | --- | --- | --- |
| PSHE | Collective Worship | Extra-curricular Clubs | Outdoor Learning/ Visits and Visitors |

# CURRICULUM IMPLEMENTATION

## Our Curriculum Model

Pennyhill Primary School has used the Cornerstones curriculum model as an initial basis for curriculum design. However, this has now been tailored to suit our children and local area. Subjects are now taught discretely rather than on a topic basis. This method of delivery helps our children to learn more and remember more. All subjects meet the requirements of the National Curriculum (2014) and have a progression document that shows how skills and knowledge are sequenced progressively from EYFS to Y6.

As part of our provision, in English we use a text centred approach which enhances learning for other areas. For example in Year 6 we study the novel Street Child by Berlie Doherty, supporting the Victorian history unit.

In maths, we use White Rose Maths as a basis for our mastery curriculum from EYFS to Y6. This spiral curriculum supports in revisiting areas, ensuring that schemas are developed throughout all maths lessons.

Our curriculum also makes use of the following discrete elements:

* Little Wandle Letters and Sounds
* Plan Bee Science
* Sandwell Locally Agreed Syllabus for RE
* PSHE – Healthy Minds, Happy Me
* Charanga Primary Music Curriculum
* Modern Foreign Languages (Spanish in KS2)

Independent retrieval practice in all subjects is used to support pupil’s in recalling their prior learning and helping them to strengthen and embed learning in their long-term memory.

# CURRICULUM IMPACT

## Assessment

The school assessment systems are closely aligned with our curriculum to ensure that it is purposeful, meaningful and helps us identify children’s progress towards nationally agreed Age Related Expectations (ARE) at the end of each key stage.

To ensure that assessment for learning is embedded into our curriculum, staff should consider the following aspects when planning a lesson or sequence of lessons:

|  |  |  |
| --- | --- | --- |
| Prior knowledge | Independent Retrieval (IR)  Especially focus on low stakes/high effort | Understanding of knowledge and skills being taught |
| Use of exit tickets to support planning and next steps | Feedback and improvement time (yellow paper) | Celebrating Success –positive culture of error |
| Backwards planning – aware of possible misconception | Granular approach | Consideration of direct instruction in next steps |

## Enjoyment & Engagement

We want our children to be engaged by the curriculum we offer. We know that this will help foster the qualities required for them to be a life-long learner. To support this, we try to ensure that learning experiences are, where possible:

* Investigative
* Cross curricular
* Active & hands on
* Challenging and engaging
* Developed in a supportive environment
* Culturally diverse
* Positive reinforcements of learning
* Reflective
* Knowledge and skills rich

## Monitoring, Evaluation & Review

It is important to us that the impact of the curriculum matches the intent. In addition to the assessment and tracking of pupils’ knowledge in the core areas of learning, the quality of their learning in other subjects is monitored in a range of ways including book trawls, pupil conversations and lesson observations. These activities are designed to check children’s skill and knowledge progression across all aspects of the curriculum

The quality of curriculum provision is monitored and evaluated in a range of activities across the year.

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