



## CURRICULUM POLICY

*Dream, Believe, Achieve To Be the Best You Can Be!*

### OVERVIEW

In Gorsewood Primary School every child matters and we are committed to delivering a creative and relevant curriculum which will provide all children with exciting and rewarding opportunities for enjoyment and achievement; economic wellbeing; improving their health; staying safe; and help children to make a positive contribution to the school and the community.

The curriculum will ensure that all children develop a love and curiosity for learning and have the self-belief and confidence to succeed in whatever they choose to do. We will nurture and support our children and equip them with the skills they need to become confident, determined, respectful young adults who have exciting and ambitious aspirations for their futures.

At Gorsewood Primary School we see the curriculum as something that embraces more or less everything that the children do during their time here. We are proud and excited to be part of preparing our children for life beyond school. The children are the starting point and at the center of our curriculum. It is adapted and planned for the children. From EYFS to Year 6 we want to ensure that all our children experience the awe and wonder of the world in which they live.

The curriculum is made up of all the activities that the school undertakes in order to promote learning, personal growth and development. It is designed to fulfil our mission to encourage children to be their best self in all they do and always dream, believe and achieve. It has been carefully developed, and shall be delivered, with full awareness of our responsibility and commitment to the purpose of British Values.

Academic learning is an important part of what happens in school, and we take the progress and attainment of each child achieving the very best they are capable of achieving very seriously in all subject areas. But we also value many skills that are learnt at school; that can't really be measured in terms of scores or grades such as resilience, moral compass, teamwork, forgiveness, friendship, leadership, self-belief. We prioritise the development of the children's social and emotional skills and social and emotional wellbeing which includes a curriculum that integrates the development of social and emotional skills within all subject areas. The six nurturing principals are an integral part of our curriculum and whole school ethos.

### CURRICULUM DRIVERS

- **Successful learners and citizens**
- **Wellbeing and nurture**
- **Communication and collaboration**
- **Community and cultural experience**

### INTENT

1. To provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and special needs.
2. To increase pupils' knowledge, skills and understanding as they grow and develop and increase their connections with the world around them.
3. The curriculum will be carefully planned and structured to ensure that learning is continuous and that pupils make good progress with the development of their learning.

4. To promote a positive attitude towards learning to engage the children's interest and to encourage and motivate them to want to learn now and in the future.
5. To be exciting and to offer pupils lots of first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world.
6. To open their eyes to awe and wonder and cause them to marvel at the incredible and fantastic world in which they live
7. To ensure pupils understand the world they live in and respect and celebrate difference and uniqueness.

## **IMPLEMENTATION**

1. The National Curriculum will be taught to all pupils. Programmes of study for the subjects of the National Curriculum will be used selectively as the basis for the long-term and medium-term planning. A range of high-quality published schemes of work are used to ensure full coverage and progression.
2. High quality daily teaching will include the following five elements: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible groups and use of technology. Teachers will use quality first teaching and have high expectations for all learners.
3. Links will be created within learning where appropriate.
4. English and maths will be taught daily.
5. Science, PE, RE, PSHE, RSE, music, drama, MFL Citizenship and British values will be planned for weekly within the curriculum.
6. History, geography, art and DT will be taught in blocks to ensure in depth knowledge and coverage.
7. Short-term planning will be brief and ensure a good work life balance is maintained. It will set out clear learning objectives, strategies for enabling and extending learning for all pupils and it will show how resources are to be deployed efficiently and effectively to personalise learning for each child.
8. A graduated approach will be used by staff following plan, do, assess and review to ensure all pupils make progress and have support in place to enable and extended learning where needed.
9. Members of staff will be given responsibility for leading, managing, monitoring, evaluating and reviewing the curriculum. Teachers will be given good opportunities to use their subject expertise to enhance the curriculum.
10. The Agreed Syllabus (Lancashire Syllabus) will be used as the basis for the planning and teaching of RE.
11. Opportunities will be taken to enrich the curriculum through the use of educational visits out of school, parents, visitors, artists, crafts people, actors, musicians and through the use of the school grounds, the locality and the wider environment. Pupils will have the opportunity to learn about the diverse world we live.
12. An extensive range of high-quality resources including computing will be used to underpin the curriculum.
13. Homework will be set where appropriate to link the curriculum with learning at home.

## **INCLUSION**

Special Educational Needs and Disability (SEND) provision is made in accordance with the revised Code of Practice, the school's Inclusion policy, Disability Discrimination Scheme and Equal Opportunities policy. It is the responsibility of the class teacher with the support of the SEND leader and SLT to ensure the curriculum is adapted or personalised to meet the needs of all pupils. Wherever possible, support is provided within the classroom and withdrawal is time limited for specific focused

activities. This will be delivered so as to ensure that all children are exposed to the full range of subject areas and specialist teaching of foundation subjects. Those children identified as needing specific support will be exposed to equal opportunities. If the need goes beyond the resources available within the school, advice and support will be sought from external agencies. Pupils who have English as an additional language (EAL) or who are receipt of Pupil Premium funding are also targeted with additional support in order to aid their development of knowledge and skills and ensure appropriate progress.

## **PARENTAL INVOLVEMENT**

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through the website, newsletters, curriculum leaflets, home learning and curriculum workshops, and are positively encouraged to become involved. We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

## **EQUAL OPPORTUNITIES**

The curriculum is planned to ensure equality of opportunity irrespective of gender, race, culture or religion. It is the responsibility of subject leaders to ensure the curriculum and resources used promote respect and understanding of the multicultural and multi-faith society in which we live.

## **HEALTH & SAFETY**

It is the responsibility of every member of staff to have due care for Health & Safety in the planning, organisation and delivery of the curriculum. The governors and head teacher undertake a health & safety audit on an annual basis. Risk assessments of individual activities should be undertaken by the member of staff responsible for the organisation of the activities with advice from the head teacher or LA officer as appropriate.

## **IMPACT**

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute positively to the ethos. The exciting curriculum that we provide will be woven with British Values and help our children to understand who they are and where they live. It will help them learn about their community, the nation and the world in which they live. It will deepen their cultural awareness and increase their understanding of history, time and place. They will develop a respect for, and an understanding of different cultures and beliefs. They will learn about issues facing the world and the importance of caring for their environment. Our curriculum and teaching will celebrate and embrace difference and uniqueness including: different backgrounds, heritage, language, cultures and religions.

All children will achieve their potential and make at least good progress from their starting points. They will be happy and prepared for the next step in their learning journey.

Children will strive to be 'their best self' in all they do.

Policy Revised/Created: May 2022

Agreed by Governors: At next full GB meeting – June 22

Next Review: As Required

*Policy to be reviewed when there is a change in HBC Policy or a change in legislation.*