

Priors Hall – a learning
community
Curriculum Policy

2020-2021



Resilient – Ambitious – Curious -
Responsible – Respectful - Caring

Adopted: 1st September 2020

Review Date: 1st July 2021

IFTL curriculum offer

As an IFTL school, Priors Hall strives to ensure that all its learners become:

- Successful individuals who have a passion for learning, making progress and achievement.
- Confident individuals who are equipped with the skills to contribute to the ever-changing world.
- Responsible citizens who make a positive contribution to society.
- Ready for learning at each stage of their education and beyond.
- Engaged individuals who are persistent and creative and are dynamic and persevere.
- Purposeful learners who embrace all areas of the school and curriculum.
- Effective contributors to their own and others' learning.

The curriculum at Priors Hall

At Priors Hall a learning community, we view all children holistically and believe that our curriculum should reflect this. We believe that children's academic progress is equal to their physical development, well-being and mental health and allow children opportunities to develop these areas through our curriculum. Academically, all children are given the opportunity to develop their understanding of the world through a knowledge rich, broad and balanced curriculum, which aims to foster a curiosity and love of learning for all children. We see children as being catalysts of their own learning and have high aspirations for children regardless of their abilities or background. We understand the importance of reading and aim for every child, regardless of ability, to become confident and independent readers. We support our children to become independent, confident and successful learners who know how to make a positive contribution to our school and the wider community.

This policy should be used in conjunction with other policies such as: Teaching and Learning, Assessment, Marking and Feedback and Inclusion.

Impact and outcomes of our curriculum

By the end of Year 6, we aim for children to leave Priors Hall being:

1. Respectful and caring learners who can take responsibility for themselves and their part in the local and wider world.
2. Confident communicators who are articulate and able to engage in conversations with others.
3. Critical thinkers who find solutions and problem solve using their own initiative and prior knowledge.
4. Curious and questioning learners who are able to challenge, investigate and research effectively.
5. Understanding learners who are aware of how life has changed for people both within and outside of living memory.
6. Expressive and creative learners who are able to choose from varied mediums to express themselves.
7. Collaborative learners who work and interact well with others.
8. Ready for the challenges of secondary school and able to embrace opportunities that become available to them.

Core principles

Our curriculum will:

- Explore the breadth and depth of the EYFS framework and National Curriculum allowing children to create links between aspects and themes both within and across a range of subjects.
- Deliver rich and deep subject knowledge by utilizing children's natural curiosity and love of learning.
- Enable children to challenge themselves and feel satisfied with the progress they make in their learning.
- Include opportunities to be creative and utilizes children's existing skills to learn new ones.
- Allow children to use skills across a range of different contexts to avoid learning becoming compartmentalized.
- Be purposeful and show children the relevance of learning new skills in their life.
- Be coherent and progressive to allow every child, regardless of their academic ability or socio-economic background, to achieve.

Pedagogy

Our curriculum will:

- Foster children's natural curiosity, enabling creativity and promoting a love of learning.
- Allow children to be catalysts of their own learning and independently research aspects of subjects which interest them.
- Enable children to be reflective learners who are responsible for their own learning and are able to problem solve effectively.
- Excite, promote and sustain children's interests showing them how and where they can learn more beyond the classroom.

SMSC/FBV

Our curriculum will promote:

- Compassion, respect and a desire to understand cultural and social diversity.
- Accountability and responsibility for actions including understanding children's democratic rights and the importance of the rule of law.
- Understanding of every individual's personal liberties and their importance.
- Cultural awareness by understanding British culture and how this may be similar or different to other world cultures.
- Social awareness by developing children's confidence, communication and problem-solving skills so they are able to participate in the local and wider community.
- Moral awareness by recognizing right from wrong, and understanding that actions have consequences, through investigating moral and ethical issues and offering reasoned views.
- Spiritual awareness by exploring beliefs, experiences and faiths, feelings and values of others or groups of people and reflecting on how these may differ from children's own.

Wellbeing

Our curriculum will promote:

- Peaceful, stimulating and supportive learning environments which allow everyone the opportunity to access learning.

- Celebrate diversity and individuality in children from all ethical, cultural and socio-economic backgrounds.
- Respectful relationships between children, adults, parents and members of the wider community.
- Resilience and the ability to problem-solve both inside and outside of the classroom.
- Co-operation between different groups of children, parents and members of the wider community.

Enrichment

Our curriculum will:

- Give children the opportunity to learn outside of the classroom through off-site trips, outdoor learning opportunities and school links to the wider community.
- Offer specialist curriculum days and weeks to allow children to explore topics in detail and to gain a wider understanding of a subject.
- Build links with parents, carers and community leaders to highlight the importance of working collaboratively with others.
- Offer children the opportunity to explore their interests and talents through a range of before and after school clubs run by specialists.

Subject leadership

The wider curriculum is overseen by a senior leader who line manages all subject leaders.

For each of the subject areas, there is a subject leader who is responsible for:

- 1) Monitoring coverage of National Curriculum objectives in their subject area.
- 2) Ensuring all children have equal access to their subject area, regardless of additional needs or socio-economic background.
- 3) Observing, monitoring and evaluating the effectiveness of teaching and learning with their subject area.
- 4) Assessment within their subject area and how this impacts on class teacher's planning.
- 5) Providing CPD for staff whose subject knowledge needs improvement.

- 6) Promote their subject area across the whole school, ensuring children understand the value of what they are learning.

Curriculum coverage

The curriculum coverage at Priors Hall is set out in the Curriculum Map document. This document ensures that all wider curriculum topics link to the appropriate National Curriculum objectives and that progression within the National Curriculum happens both within a year group and across year groups. Teachers use this document to produce a medium term, which is shared with the senior leader responsible for the wider curriculum and informs weekly planning.

The focus for each half term is either history, geography, science, art or DT. When science is not the driver of a half term, there should be an additional weekly science lesson included: this is set out in the Science Curriculum Map document.

In addition to this, there is a weekly PE, computing and PSHE lesson. PSHE should be taught by class teachers as this is a fundamental aspect of the whole school curriculum and allows class teachers to include further opportunities to address issues raised in these sessions across the rest of the curriculum.

During PPA session, PE is taught by a sports coach who works closely with the PE subject leader to ensure a wide range of sports, skills and activities are covered throughout the year. There is also a music or RE session taught on a half termly rota system by a cover supervisor. Both music and RE have individual curriculum maps, ensuring progress with and through the year groups.

SEND and vulnerable groups

At Priors Hall, we believe that all children should be given the opportunity to experience a broad and balanced curriculum, regardless of starting point or additional needs. All SEND and children belonging to vulnerable groups have equal access to an engaging and challenging curriculum tailored to their personal needs. This is overseen by the school's SENDCo who is also part of the senior leadership team.

Planning

It is an expectation that each year group produce a medium term plan for both wider curriculum and science topics. This is to be on the whole school proforma and shared with the curriculum lead and relevant subject leaders.

Weekly planning use PowerPoint and include the whole school Teaching and Learning slides used for English and maths. At the end of each session, learning reviews should be completed and next steps for vulnerable children and struggling learners recorded. Subject leaders will monitor both medium term and weekly planning to ensure all learners are sufficiently moved forward in their learning. This is then fed back to the curriculum leader and SLT to quality assure.

Assessment

Assessment within subjects takes place both within and at the end of a half termly unit of learning.

Formative assessment is carried out within lessons and through regular retrieval practice activities, which are designed to assess how well children have retained key information and skills within a subject area. This form of assessment informs teacher's planning and allows staff to provide adequate challenge and support for all children.

Summative assessment is carried out at the end of a unit of learning. This differs from subject to subject and can be in the form of written questions, answering an umbrella questions (e.g. *What legacy did the Romans leave in Britain?*) or a final piece of independent work. Teacher's use the outcomes of these summative pieces to inform future planning in the subject area and as evidence to support formal teacher assessment.

Marking and feedback

It is expected that all work produced in wider curriculum books and science books are of the same standard as the work produced in English and maths books. Presentation should be to the same high standard and all teaching staff must ensure that any discrepancies between English and maths books and wider curriculum books are addressed promptly.

Teaching and covering staff are expected to mark any work produced in line with the whole school marking and feedback policy. Where next step marking is used, children must correct or respond to feedback using purple pen.

Safeguarding Statement

Safeguarding is everybody's business. Priors Hall – A Learning Community has an unwavering commitment to safeguarding to ensure that all our children and young people are safe and feel safe; that children, parents / carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance. All concerns should be given to our school Designated Safeguarding Leads, Ben Lynch, Tess McQuade, Jenna Smith or Alex Crawford.

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH).
- If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999. This Policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – A Learning Community.