

Priors Hall – a learning community

Curriculum Policy

2021 - 2022



'Ready for Learning, Ready for Life'



Curiosity



Kindness



Resilience



Respect

Priors Hall's Vision

At Priors Hall a learning community, we view all children's development holistically and believe that our curriculum must reflect this for all children regardless of ability, background or additional need. We believe that children's academic progress is equal to their physical development, wellbeing and mental health, allowing 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, aiming to foster a curiosity and love of learning. We see children as being catalysts of their own learning and we have high aspirations for children regardless of their starting point. We understand the importance of reading and aim for every child, regardless of ability, to become confident, fluent and independent readers. We support our children to become independent, curious 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, Feedback and Assessment, Inclusion Policy.*

Our Curriculum Vision

At Priors Hall, three fundamental pillars that underpin our teaching and learning:

- 1) A curriculum that is carefully design and delivered, allowing all children to experience the diverse world in which we live.
- 2) A learning environment that is rich vocabulary rich and promoting high levels of oracy.
- 3) A culture of ambition for all regardless of academic ability, additional need or starting point.

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.

Golden Threads in our Curriculum

The sequencing and progression of our curriculum is essential to ensure that all children are able to know more and remember more following directed teaching. To structure our sequential and progressive approach to curriculum design, golden threads are used in history, geography and science (working scientifically threads) to demonstrate how key subject specific concepts are introduced within the Early Years curriculum and extended throughout Key Stages 1 and 2.

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 need 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 teachers' planning.
- 5) Providing CPD for staff whose subject knowledge needs improvement.
- 6) Promoting their subject area across the whole school, ensuring children understand the value of what they are learning.
- 7) Strategically planning for their subjects development, ensuring recent guidance and educational research is shared and having an impact on classroom practice.

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 subject leaders and the senior leader responsible for the wider curriculum and informs weekly planning.

Each half term there is a driver topic (history, geography or science) which will be a fundamental topic, which will be strongly promoted in the environment. 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. Driver topics for Years 1 to 6 are outlined in the Curriculum Map.

Alongside driver topics, there should be weekly PE, PSHE, art or DT (alternate half terms) and music or RE (alternate half terms). PE, PSHE, art and DT are taught by class teachers. Music and RE are taught as part of PPA cover. Where possible PSHE should be taught by class teachers; however we acknowledge that this sometimes isn't possible. RSE content must 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. Weekly computing lessons are taught by a member of staff responsible for computing and scheduled on a whole school timetable. French is

taught weekly in KS2 across all year groups and classes. There should be a half hour input session followed by recall activities planned throughout the week.

Fundamental British Values

Priors Hall values highly the five values outlined by the Department for Education as part of the Fundamental British Values agenda:

1) Democracy:

All children, parents and carers, staff and community leaders have the opportunity to be heard. The school council demonstrates the democratic process of voting for representatives and representatives passing on information from those they were elected by. Key democratic events, such as general elections or referendums, are included into teaching activities where appropriate.

2) Rule of Law:

Understanding the expectations of school is a key focus for all children at Priors Hall. Expectations are clearly given and the school rules are agreed to via a Home-School Agreement which is signed to by all stakeholders (children, parents and carers and teaching staff). Across the curriculum, children are taught the reasons why rules and laws are in place, which is supported by community visitors such as police officers and community outreach workers offering workshops to all children.

3) Individual Liberty:

Decision making and critical thinking is a key aspect to the curriculum offer at Priors Hall. The PSHE and online safety curriculum enable children to understand what their individual rights are and how to appropriately exercise these.

4) Mutual Respect:

Respect is one of the four cornerstone values at Priors Hall and is an omnipresent thread interwoven throughout the school culture. Teaching staff have high expectations of children's behaviour toward all members of the school community. In turn, staff also show high levels of mutual respect to children by being key role models to all children.

5) Understanding (tolerance) of those of different faiths and beliefs:

Kindness and curiosity are two further cornerstone values at Priors Hall and they both encapsulate this value. Although tolerance is the official term provided by the Department for Education, we believe that this term does not articulate accurately fully the message that was intended; therefore we refer to this fifth value as being understanding. We offer children an enriched curriculum offer that includes people of all races, ethnicities, sexualities and beliefs so that all children have role models they can associate with. RE and PSHE lessons focus on diversity and allow children to learn about cultures, beliefs and practices that may contrast to their everyday lives.

Wellbeing and SMSC

As outlined above in the school's vision, wellbeing and spiritual, emotional, social and cultural development is equally valued to the progress children make academically whilst at Priors Hall. There is a culture of respect for others and diversity; resilience to overcome challenge and embracing new learning opportunities; and celebrating diversity and individuality. Within learning environments there is a peaceful, stimulating and support atmosphere in which all children feel able to learn. Wider collaboration with other schools, parents and carers and the wider community offer all children and staff a sense of belonging to both the school and local community.

Enrichment and cultural capital

Throughout the curriculum at Priors Hall, enrichment opportunities are interwoven so that children's learning is enhanced. We see enrichment as part of the delivery of a broad and balanced curriculum and so offer all children the opportunities to learn outside of the classroom through off-site trips, outdoor learning opportunities and school links to the wider community. Throughout the year, specialist curriculum days or weeks are carefully included into learning sequences so that all children can explore topics in detail and gain a deeper understanding of specific subject matter.

Outside of the school standard school day, there are a range of after school clubs and provisions run by teaching staff and support staff, offering children the opportunities to learn new skills and continue their learning and development outside of the classroom. Parents, carers and community leaders are involved, where appropriate, to support the school's enrichment offer, and in so doing building positive links and partnerships with the local community.

Inclusion 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 children belonging to an inclusion group (including the lowest 20% attainers) have equal access to an engaging and challenging curriculum tailored to their personal needs. This is overseen by the school's Inclusion Lead who is also part of the senior leadership team.

Planning

It is an expectation that each year group produce a medium term plan for driver topics, weekly science lessons and half termly art or DT units of learning. These are supported by Cornerstones and Kapow schemes of work, which are tailored to suit the needs of individual year groups and children.

Most lesson planning should be completed using PowerPoint and include the whole school feedback slides as used in English and maths. During each session, live feedback should be used to assess learning in the moment and impact on future planning. Subject leaders will monitor both medium term and weekly planning to ensure all learners are sufficiently supported and stretched in their learning. This is then fed back to the curriculum leader and SLT to quality assure.

Assessment

“Decades of education research supports the idea that by teaching less and providing more feedback, we can produce greater learning” (Grant Wiggins, Authentic Education)

Assessment in all forms is a fundamental element of delivering a high-quality curriculum and education to all. The whole school approach to feedback is outlined in the Assessment and Feedback policy. Both formative assessment and summative assessment is used throughout Priors Hall’s curriculum in the following cycle:



Feedback

It is expected that all adults in the classroom provide high quality verbal and instant feedback across the curriculum. This should be recorded in books and actioned by children in purple pen. Verbal feedback and assessment for learning must have a direct impact on all children. 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. For further information on feedback, please refer to the Assessment and Feedback policy.

IFTL curriculum offer

As an IFTL school, Priors Hall's curriculum is in line with IFTL Curriculum Offer, by striving for:

- 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.

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 (DSL), Tess McQuade (Headteacher and DDSL), Justin Pye (KS2 Lead and DDSL), Charlotte Brazier (EY/KS1 Lead and DDSL), Jacqueline White (Inclusion Lead and DDSL), Alex Crawford (Nursery Lead Teacher and DDSL) and Jenna Smith (DDSL).**

- 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) on **0300 126 7000**.
- 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.
- If a concern is in relation to a member of staff at Priors Hall (who is not the Headteacher), please contact Tess McQuade on **01536 216090** ext **303** to report this concern. If a concern is in relation to the Headteacher, please contact the Chair of Governor (Sue Gardner) via email on sgardner@iftl.co.uk or IFTL Safeguarding Lead (Kim Kemp) via email on kimkemp@iftl.co.uk.