



Peel Park Primary School Curriculum Policy



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Curriculum Policy

When planning our curriculum, Peel Park Primary has considered the needs of our pupils, families and our community. We want learning to be meaningful and memorable so that our pupils are ready for the next step in their journey. We believe that our approach will create well-rounded, life-long learners who are prepared for the challenges and adventures that await them. This is shown on the word cloud below.



At Peel Park Primary we aim to offer a rich and engaging school experience that is creative, inclusive and challenging. We aim to inspire future thinkers, innovators and problem solvers in an immersive environment that stimulates and supports high quality learning.

We want our children to enjoy school, form friendships for life and become responsible, respectful young people. Our curriculum is diverse, thought-provoking, creative, inspirational and immersed in memorable moments.

We aim that all our learners will exceed their potential academically, socially, emotionally and spiritually with their families, ensuring that they become ambitious life-long learners.

Curriculum Principles

Our curriculum aims ensure that all pupils experience a broad and balanced curriculum where key curriculum driver concepts are embedded into long-term memory. Children build up their Cultural Capital by gaining knowledge that is of use to them for the rest of their lives and curriculum enrichment ensures that all children are provided with a wealth of experiences. Peel Park aims to develop successful learners with high aspirations who are challenged and know how to make a positive contribution to their community and the wider society. Our curriculum development is based on academic research and the cognitive science of how children learn and is designed using our teacher's experience and knowledge to meet the needs of all our pupils.

Curriculum Intent

Core texts provide purposeful opportunities for Reading and Writing.

Curriculum drivers (Science, Geography and History) and enhancers (Art, Design and Technology) provide children with a broad, balanced, sequential and ambitious curriculum. Our curriculum goes beyond the National Curriculum by including learning that is relevant to our own locality and the children's own experiences.

All other areas of the curriculum such as: Mathematics, Computing, Music, Religious Education and Physical Education are taught discreetly and are interwoven where appropriate.

With a focus on Cultural Capital, we provide children with knowledge that will be of use to them for the rest of their lives and close the divisions in society. Cultural Capital teaches children to understand and live British Values and learn more about the best that has been thought and said over centuries.

Cultural Capital, enrichment opportunities and subject topics ensure children are experiencing curriculum breadth.

Subject concepts are thread through all year groups and ensure that children revisit these concepts over and over, building conceptual understanding and knowledge each year.

Subject concepts provide a clear progression model and supports the planning, delivery and assessment of children in the wider curriculum; ensuring that learning is a change to long-term memory.

A clearly sequenced curriculum allows children to make connections, build on prior knowledge and their experiences and ensures there is challenge and a clear journey within and across year groups.

The wider curriculum provides opportunities for children to build their academic and subject specific vocabulary, write across a range of subjects and apply mathematical skills in other areas of the curriculum.

We use restorative approaches to promote positive behaviours which reflect the values and skills needed for learning and future success. We nurture, encourage and develop empathy.

Parental involvement is an essential part of our curriculum as we celebrate the local area, learning new skills to enable the parents and children to take an active role in events throughout the year.

Curriculum Implementation

Our teachers ensure Mathematics, Writing and Reading are taught daily.

Our curriculum design ensures the curriculum has planned units of work that revisit the key concepts for each of the curriculum drivers allowing children to make connections and deepen their understanding.

The curriculum is designed so subject specific knowledge and skills are scaffolded within a thematic approach

Our teachers ensure concepts are embedded and when cross-curricular links are made, they are done so in a way that strengthens children's understanding through meaningful links.

Pre and post learning tasks in the wider curriculum assist teachers in ascertaining what children already know and need to know.

Teachers involve their pupils, allowing pupil-led questions to be interwoven into the units of study.

Enrichment opportunities enhance experiences children have and are used to develop their understanding of the learning that is or has taken place.

Retrieval practice is a key element of lessons to ensure knowledge is repeatedly retrieved from long-term memory.

Teachers plan and tailor units of work/programmes of study to address specific cohort and individual needs of children.

All staff have high expectations of themselves and their children, imparting knowledge and teaching skills accurately with enthusiasm.

Curriculum Impact

Our curriculum driver concepts mean that learning takes place over a long period of time; ensuring that knowledge is stored in children's long-term memory.

We compare pupil progress over time using the key concepts which provide a clear progression across KS1, LKS2 and UKS2.

Children are able to make connections between subjects and can articulate their knowledge of their locality, the world and its history.

Lesson visits, book studies, pupil conferencing, coaching and mentoring ensure that expectations are high, and teaching and learning is in line with the principles of our teaching and learning policy.

Our pupils experience a broad and balanced curriculum and have the knowledge, experiences and skills needed to go on and succeed in their education and life in modern Britain.

Children know, understand and live our core values of Aspiration, Respect, Independence, Courage, Happiness, Empathy, Resilience and Collaboration.

How do we know that we are achieving our aims?

We make on-going (formative) assessments of pupil's attainment to track their progress in all areas of their learning continuously to allow us to provide instant feedback and next steps for individual learners. In addition to this, these assessments help to inform our summative assessments which are recorded on our current school assessment tracking system. These assessments help with future planning and also informs our discussions about a child's progress in parents' meetings and end of year reports.

As well as making formative and summative assessments, there are several other ways we monitor the outcomes of our pupils to monitor the impact of our personalised curriculum:

- Good behaviour for learning is seen throughout school
- Attainment and progress of children are at least good
- Children attend school regularly and are on time for their learning
- Healthy lifestyle choices (physical and mental) are adopted by children
- Children are fully prepared for positive involvement within our society
- Children are fully prepared for secondary education

Essential Learning Experiences

Essential Learning Experiences are activities that are an important part of childhood development and can help to provide natural learning. As a school we may have stand-alone or integrated activities that further enhance the curriculum and are planned to meet the needs of our children. These experiences are reviewed annually and adapted to meet the needs of classes, cohorts, learning in school or local/national events.

Subject Leadership

Subject leaders provide leadership of their subject and are responsible for ensuring the quality of teaching and learning in their curriculum areas along with its organisation and breadth of study across the school. They are also responsible for ensuring there is access to and availability of necessary resources and also the maintenance and efficacy of any digital platforms. Each subject leader creates an action plan that focuses on annual objectives for the subject area, linked to the School Improvement Plan. They all undertake regular monitoring feedback and report back to the senior leadership governors. They engage in ongoing evaluation of their subject.

Each curriculum subject has a dedicated subject leader(s) with clear roles and responsibilities. Subject leaders are given termly release time but are also expected to continually monitor their subject outside of this time. Subject leaders work closely with our Curriculum Lead to oversee the development and delivery of the curriculum through:

- Completing audits to identify areas of strength and areas for development
- Ensuring the curriculum is well-sequenced
- Creating an action plan to raise standards in the subject
- Identifying training need and CPD for staff
- Ensuring teachers develop sufficient knowledge surrounding the subject area

- Analysis of assessments and data
- Reviewing and implementing policies
- Monitoring and evaluations of planning, children's books, pupil conferencing, learning walks and displays

Planning

Planning takes place across the curriculum in three waves: long term skeleton planning, medium term (for the entire half term) and daily lesson plans.

Long term planning is the overview provided by Subject Leaders and phase leaders to teachers that details the skills and overall coverage that the children in each year group need to possess by the end of an academic year. This planning is essential as it ensures that progression is taking place across the school within the whole school theme.

Medium term planning is the planning that is completed by the class teacher to show the lessons within a unit or theme. This planning will also identify skills and focus' on clear learning journeys. Outcomes for learning are made explicit in this point of planning as well as opportunities for trips, visits and extra-curricular activities. The learning objectives on these plans will be taken directly from the long-term plan or reflect a need identified by the class teacher's assessment for learning.

Daily planning will identify clear steps to success to help children achieve the learning objectives, higher order questioning to extend children's thinking, as well as differentiation and the role of other adults.

Parent Partnership and Workshops

Parent's Workshops: At Peel Park, we believe that children progress best when the school and parents work in partnership. In order to support parents with helping their children learn we run a range of Parent Workshops. Workshops include homework advice evenings, phonics, reading, tables, calculations and writing alongside SATs information evenings.

Parent's Evenings: Parent's evenings happen two times per year and all parents are welcomed into school for a meeting with their child's teacher regarding their learning and general development. This is supplemented by 'Parent Pop ins' and end of year reports, which show the children's academic levels, progress and performance in terms of our school values are discussed.

Parent's questionnaire: Each year, a parent's questionnaire is sent out in order to gain their views on a number of issues, including the curriculum. The results are compiled and a summary is provided for staff, parents and governors so that they can see how their views are making an impact on school development.

Educational Visits

We believe that children benefit from first-hand experience gained through practical activities, educational visits and visitors. Where possible, children visit sites and museums and have

visitors to school relevant to the topics being studied. We aim to ensure there is a half-termly experience/WOW moment planned for each half-term.

Monitoring and Review

The curriculum is subject to regular review, responding to statutory requirements and relevant based advances in pedagogy, educational thinking and technology. Reviews take place with all stakeholders, including the Governing Body where scrutiny and challenge is invited.