



LOWER PEOVER
CofE Primary School



Curriculum Policy

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Chair of Governors:	Louise Lawton
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Curriculum Intent

In our school, all children develop a deep knowledge and wide skill set in all subjects. Our curriculum encourages children to become curious, active and resilient learners. Children will know more, learn more and understand more. Everyone in our community flourishes.

Children will be ready for their next stage of education and will leave our school worldly-wise and well read. They will be equipped for the diverse society we live in. We want our children to become advocates of change, successful pioneers and humble, empathetic citizens.

Our curriculum offer is relevant to the current climate of the society our children are living in: children use their creative and analytical skills to make links with what they are learning and the world around them.

As a church school, Religious Education is at the heart of our curriculum. Children love learning and live out our school vision and values every day:

'Whatever you do, do with all your heart, as working for the Lord.'

'With the Lord by our side, we strive for excellence in everything we do; aiming to achieve highly within our spiritual community. Working together under God's guidance, we endeavour to become the best that we can be in our school where the Christian faith is taught, experienced and lived.'

Overview

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the 2014 National Curriculum, but also ensures that as a school we provide a curriculum that develops the independence and responsibility of all of our pupils. At Lower Peover we ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Lower Peover's curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners who know how best they learn and how best to improve.

Aims

At Lower Peover C.E. Primary School, through our teaching, we aim to:

- enable children to become confident, skilful, and knowledgeable learners
- foster children's self-esteem and help them build positive relationships with other people –both peers and adults
- develop children's self-respect and encourage children to respect the ideas, attitudes, values, and feelings of others
- show respect for all cultures and in so doing, to promote positive attitudes towards others
- enable children to understand their community and help them feel valued as part of this community
- help children grow into responsible, wise, and active citizens
- encourage pupils to take a pride in their work and the work of others

- help children learn good manners and have consideration for others
- ensure there is equality of access and opportunity for all children

We aim to achieve this by ensuring that:

- there is a high standard of teaching and learning in all classes
- there is consistency of practice across all year groups
- there is a shared belief in the way teachers teach and children learn
- everybody is clear about the roles they fulfil
- there is a clear understanding of how the school's ethos is evident in practice

Our curriculum consists of activities designed to develop the social, personal, intellectual, and physical activities of the children. The quality of the children's learning is enhanced across the curriculum through practical activities, educational visits linked to topic work and the use of ICT. All work in the school is planned within the framework of the 2014 National Curriculum and the Early Years Foundation Stage (EYFS) Curriculum Guidance.

Subject Areas

Detailed policies for all subject areas have been created by subject leaders and they can be found in their individual subject files and on the school website. They incorporate the following:

English

Our English curriculum is planned for each term following the National curriculum guidelines for each year group. Whenever possible it is linked to a half-termly theme (sometimes termly) and texts are often used as a focus.

These texts are chosen for reading aloud, for guided reading with the class teacher and as writing models. Weekly grammar lessons are taught using the National Curriculum grammar appendix for each year group and matched to the writing purpose. Daily phonics is taught in KS1 through 'Letters and Sounds'. This may be continued into Y3 if the need arises.

We encourage a passion for books and provide stimulating texts in class book corners and our school library. KS1 and lower KS2 children use a variety of banded reading books.

Mathematics

We teach Mathematics in a way which allows children to develop their understanding and enjoyment. Where possible, we apply it to a real-life context. In each year, we develop and expand upon the mathematics methods used.

Through Mathematics we can further our experiences through the acts of describing, organising, explaining, and predicting in order to make sense of the real world. Children are given the experience to think logically and deal with abstract concepts and skills that are used across the whole curriculum.

Science

We aim to teach science through developing investigative skills, using practical approaches. This can be seen throughout all classrooms, with the development of scientific investigation areas designed to challenge pupils' understanding of different topics, through questions and practical use of scientific equipment. Science is taught weekly and maybe part of a theme or as a discrete lesson.

Theme-Based Curriculum

- We ensure National Curriculum coverage of the non-core subjects through a cross-curricular, thematic approach that promotes teacher and pupil ownership of a skills based creative curriculum.
- We have created a breadth of opportunities which allocates the national curriculum objectives to the appropriate year groups. These objectives are then used to create medium-term planning (one-page plans).
- We aim to create and explore knowledge, skills and experiences that give purpose to writing and excite learners through contextual, memorable, and meaningful lessons and themes.

We provide opportunities for high quality enrichment experiences, including residential trips in Y2, Y4 and Y6, themed days, visitors to school and educational trips, e.g. The Lion Salt Works.

Computing and ICT

The school has an extensive range of ICT resources including laptops, iPads, and Chromebooks. Each class has a weekly ICT session and laptops, iPads and Chromebooks are used within the classrooms to enhance learning in all subject areas. Each classroom also has a touch-screen interactive whiteboard.

Religious Education (RE)

The spiritual and moral development of our children underpins all aspects of our school life. Religious Education (RE) is an important subject at Lower Peover Church of England Primary School. It is taught in accordance with the Cheshire Diocesan Agreed Syllabus for Religious Education. By law, RE must focus mainly on Christianity, whilst taking account of the other principal religions in Great Britain. Indeed, RE has a particular contribution to make towards the spiritual, moral, social and cultural education of each and every pupil. We also encourage respect for religious commitment and for those holding different beliefs.

Relationships & Sex Education (RSE)

The school has clear guidelines for sex education which are laid out as part of the PSHE Jigsaw (personal, social, health education) curriculum. The children are led gently to a deeper understanding of the issues involved in this subject according to their level of maturity.

Physical Education (PE)

PE is taught by our class teachers and a specialist PE teacher. We teach fundamental movement skills, and provide opportunities to extend our pupils' agility, balance, and co-ordination. Team games and skills are taught that enable our pupils to communicate, collaborate and compete with each other. We develop an understanding of how to improve in different physical activities and sports, and our pupils learn how to evaluate and recognise their own successes.

Music

Music forms a key part of our curriculum. Children have a music lesson each week lead by a specialist teacher where they learn about composition and notation through the use of voice and instruments. Staff also teach music weekly, during which time children learn how to listen and appraise a wide range of music. Performances are given to parents throughout the year and music forms an important part of our Collective Worship.

Personal, Social, Health Education (PSHE)

Our curriculum has a breadth of opportunities that promotes PSHE, and opportunities are planned into each theme to support this and also to highlight our British Values. This is further supported by the teaching of PSHE through the PSHE Jigsaw curriculum that we follow. The aims and objectives of learning PSHE, Citizenship and Spiritual, Moral, Social and Cultural (SMSC) across the school are to:

- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life.

- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Encourage children to take an active and responsible role in their learning.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.

Special needs

There are some occasions when many children will need special help to overcome a learning difficulty or to ensure that the curriculum fully extends their abilities. Overseen by the SENDCo, teachers and teaching assistants support some children in small groups or on a one-to-one basis as required.

Able and talented children

The school is committed to making provision for children who achieve at an exceptionally high level. Opportunities are given for children to develop their talents right across the curriculum. The successes and achievements of all children are celebrated each week in our Praise Assembly.

Curriculum Planning

We aim to provide systems which enable:

- Full coverage of the National Curriculum, RE and Foundation Stage to be achieved throughout the school.
- The best possible progress and highest attainment for all pupils by ensuring that consideration is given to how skills and understanding are built up gradually.
- Teachers to provide for children's learning in a time-effective way.
- The quality of lesson preparation to be maintained through agreed procedures.

There is a long-term plan in place for the whole curriculum, which teachers then use to create medium-term and weekly planning in an agreed format.

Role of the Subject Leader (Monitoring and Assessment)

The primary role of any subject leader is to achieve excellence in his or her subject across the school. The subject leader is accountable for maintaining high standards in their subject area.

The role of the Subject Leader is to:

- Inspire others to teach in a practical, engaging and challenging way.
- Monitor the effectiveness of teaching and learning within the school Support teachers as necessary in their planning and strategies for classroom management.
- Keep up-to-date with any new, relevant government documents and disseminate new information.
- Ensure continuity and improvement of the teaching and learning of all subjects across the school by monitoring and providing professional development opportunities.
- Ensure that the assessment across the school is consistent, accurate and to judge whether data is in line with Age Related Expectations and national data.
- Ensure that in planning for all subject areas, the school provides full coverage of the new National Curriculum and the Foundation Stage Profile.

Assessment is carried out in a variety of ways:

- Observing when children are learning, individually, in pairs, in a group, and in classes.
- Questioning, talking and listening to children.
- Regular and detailed marking in line with our Minimal Marking & Feedback Policy.
- A record of attainment and progress is kept by completion of a range of tests throughout and at the end of each unit of work, and by completing the subject specific assessment documents.
- The monitoring of the above is undertaken by the subject leaders during allocated monitoring time.

Equal Opportunities

We believe that a broad and balanced education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability. Our full 'Equal Opportunities' and 'Inclusion' policies can be found in our policy file. We are aware of how important differentiation is in order to allow all children access to the curriculum. We take account of plans for those children who may have special educational needs.

Outcomes

Through engagement with this curriculum, we will prepare the children of Lower Peover School for life and help to form young people who are filled with natural curiosity and enthusiasm for learning, and equip them with the knowledge, skills and understanding that they need in order to lead fulfilling lives.