

LEARNING TOGETHER TO BE OUR BEST
DOVER PARK
PRIMARY SCHOOL



Curriculum Policy

Date agreed: September 2021

Review date: September 2023

Signed:

Chair Board of Governor

Dover Park Primary School

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	September 2019	AW	FGB	New Policy
2	September 2020	AW	FGB	Review
3	September 2021	AW	FGB	Reviewed and updated

DOVER PARK PRIMARY SCHOOL CURRICULUM POLICY

This policy is a statement of aims and principles relating to the school's curriculum.

School Mission Statement

At Dover Park Primary School, we aim to work in partnership with all members of the school community to make teaching and learning exciting and enjoyable, support and challenge every child to achieve at the highest possible level across the curriculum and create a safe and secure environment where every child is happy, valued and prepared to make a positive contribution to our rapidly changing society.

A central aim of our planned curriculum is to widen pupil's horizons, raise their expectations and aspirations so that they have the cultural capital to succeed in life. Where possible we will capitalise the opportunities that can be found on the Isle of Wight to fill in gaps in pupil's experiences and to support a wide range of subject areas; e.g. history, geography, science, art.

Curriculum Intent

- To create an environment in which all children can experience success and thereby build self-confidence.
- To develop the all-round potential of the children through the vehicle of a rich, broad, balanced and differentiated curriculum.
- To help children to acquire intellectual skills and apply them in different contexts.
- To develop in children a positive attitude towards education as a continuing life-long process.
- To develop children's growth mind-set and ability to embrace challenge.
- The development of a stimulating environment which is organised, secure, structured and purposeful.
- To promote a climate in which creativity can flourish.
- To prepare children for the demands of a rapidly changing society.
- To provide for children's physical, social, mental and emotional development.
- To recognise the importance and value two-way communication with parents and school support agencies.
- To develop in children an awareness, understanding and respect for our own and other cultures, religions, races and ways of life.
- To develop skills of communication and participate in discussion so that children are confident to express themselves freely and are taught to respect the views of others within their group, and ultimately society in general.
- To equip the children for a changing society and to enable them to adapt and thus develop qualities of self-reliance, resilience and self-discipline.
- To challenge every child to achieve at the highest level they possibly can.
- To develop and demonstrate our school values of enjoyment, motivation, respect, aspiration, independence and perseverance.

Implementation

At Dover Park the curriculum is the way in which we are going to develop a broad range of knowledge that exposes our children to different ways of looking at the world. We are ambitious for all our children. We aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. **Every child** will have access to a rich, broad, balanced and differentiated curriculum. We will use diverse teaching strategies to develop the talents of each child and teachers will use the flexibilities that already exist to align high standards in the basics with opportunities for enrichment and creativity.

Reading will be prioritised across the curriculum. The school library is valued by all and used frequently to develop research skills and develop a love of reading.

Foundation subjects will often be blocked into several weeks of focused learning. This immersive approach supports our pupils to secure knowledge in the long term. Even when topics are taught there is an explicit focus on the knowledge, skills and understanding required in each subject discipline.

Common Values and Purpose

The curriculum, whilst paying due regard to achieving high standards in English and Mathematics, is broad, exciting and challenging:

The curriculum embraces the five outcomes set out in Every Child Matters - Stay Safe, Be Healthy, Enjoy and Achieve, Achieve Economic Well-Being and Make a Positive Contribution;

The curriculum is used to increase children's **knowledge** i.e. key concepts in mathematics, **skills** i.e. the ability to use the acquired knowledge, **understanding** as they grow and develop and become more aware of the world around them and fostering **positive attitudes** to the work they do at school.

The curriculum is coherently planned and sequenced, so that children make good progress and are working towards the end point of their learning so that they secure the knowledge, skills and understanding required at the end of each year group and key stage. We ensure that there are opportunities for pupils to apply the knowledge, understanding and skills they have learnt across the curriculum and not simply in isolation so that meaningful links are made between subjects in our termly themes. We aim to maximise connectivity so that pupils link new learning with previous learning in other year groups and wider curriculum ideas.

The curriculum will engage the children's interest, encourage and motivate them to want to learn; It will be exciting and offer children first-hand experiences where ever possible to reinforce their learning, increase 'stickability' and retention and to underpin their growing knowledge, skills, understanding and attitudes.

At Dover Park we have prioritised making enriching experiences, such as educational visits, visitors and lessons that take pupils out of their normal frame of reference, part of our curriculum offer in the hope that they will open their eyes to the wonders of

creation and cause them to marvel at the incredible and fantastic world in which we live. When they remember these experiences, they learn more, retain more and take on skills for a life-long love of learning.

Throughout the curriculum we have woven our school values and our PSHE plan for learning.

Homework grids have been specifically designed to enhance curriculum learning. Pupils can select from range of activities that allow them to demonstrate what they have learned in different ways, whilst continuing to focus on reading, writing and key mathematical knowledge and skills.

Deliberate action is taken to engage parents with their child's learning.

Equal Opportunities

Our curriculum and our teaching model endure that there is ambition for all pupils. Teachers aim to identify and reduce barrier to learning so that all pupils have equal access to a broad and balanced curriculum. Work is varied or differentiated to meet the needs of the pupils and support and challenge are provided where appropriate. All children, regardless of gender, race or disability are given full access to our curriculum. We have a positive policy of equal opportunities.

Broad Guidelines

The Reception Year follows the DFE Statutory Framework for the Early Years Foundation Stage- September 2021, which includes seven areas of learning:

These are the **Prime areas**:

- Communication and language
- Physical development
- Personal, social and emotional development

Children will also be supported in four specific areas, through which the three prime areas are strengthened and applied. The **specific areas** are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Where children move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when children have reached that stage in their development.

From Year 1 to Year 6 the curriculum consists of:

- The National Curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans.

- Hampshire Living Difference 3 agreed syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction.
- Sex and Relationships Education (RSHE) using the SCARF resources, supported by the Christopher Winter project. Parents may exercise their right of withdrawal from SRE lessons.

- our PSHE curriculum follows Hampshire's Personal Development Learning Programme, incorporating RSHE, DATE (Drugs, Alcohol and tobacco Education), SEAL (Social and Emotional Aspects Learning) and supplemented with further work on Healthy Lifestyles through PEACH and Global Citizenship.

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- visitors, including artists, craftspeople, actors, musicians, sports people;
- the use of the school grounds, the locality and the wider environment;
- educational visits;
- support of parents.

Many of these activities will embrace the diversity of the society in which we live and enhance the aesthetic environment of the school.

Delivery

The school week provides 23 hours and 20 minutes teaching time for Reception children, 24 hours and 10 minutes for KS1 and 25 hours and 25 minutes for KS2. The curriculum is planned in such a way that it can be delivered over 34 weeks. This leaves 4 weeks integrated within the school year, for curriculum enrichment and collaborative events. e.g. residential visits, productions, cultural days, music festivals, maths network challenges, Safe Cycling, DT challenges and geography & history field trips.

All subjects of the curriculum are taught in classes with differentiation as necessary. Each class has a different theme each half term and cross-curricular links are made between subjects based on this theme where appropriate. An extensive range of high quality resources is used to underpin the curriculum.

To ensure progression and allow for cross curricular links, the school has developed its own curriculum plan. The planning promotes enrichment, assessment for learning, drama and global citizenship. We also aim to cater for children's individual needs through personalised learning. Part of the curriculum is taught as continuing work whilst other aspects are taught as blocked units of work.

Assessment

The school has policies for Marking, feedback and assessment. Teachers assess against key objectives in all core and foundation subjects.

Assessment data is used to track pupil's learning and to identify areas of strength and areas for improvement across the school.

Reporting on Attainment

All work carried out by the children is monitored and evaluated. A written school report is made available to parents annually in the summer term. Parents are invited to Parent/Teacher Consultation meetings in the autumn and spring terms. The Governing Body receives regular reports on the children's attainment compared to the national picture and similar schools and the children's prior attainment.

Target Setting

All children receive written or verbal feedback about their work.

The Governing Board sets the statutory targets in the autumn term for those children reaching the end of EYFS, KS1 and key stage 2 in the following academic year. These targets are set in close consultation with the teaching staff using the evidence from ongoing standards analysis, school and national outcomes data.

Roles and Responsibilities

The Headteacher takes overall responsibility for the curriculum. Subject Leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process, from parents through newsletters and questionnaires, from children through questionnaires, class discussion and the pupil forum, and from staff and governors at their regular meetings.

Inclusion - provision for all children

Teachers plan to meet the needs of all children by ensuring learning is focused on individual children's needs and abilities. Outcomes from assessment for learning enable teachers to set targets which reflect individual children's skills, abilities and potential. The school has developed a model of intervention for children experiencing difficulties in literacy or mathematics based on three waves:

Wave One: The effective inclusion of all children in a high quality daily English and mathematics lesson (Quality First Teaching).

Wave Two: Small group, low cost intervention e.g. gap tasks, pre-teaching, booster groups.

Wave Three: Specific targeted intervention for children identified as requiring special educational needs support and curriculum extension for the more-able.

Relationship, Sex and Health Education

The Governing Body has an agreed policy for Relationship, Sex and Health Education. Relationships, Sex and Health Education forms part of the science and health and personal development programmes of study and is taught using the SCARF resources, supported by the Christopher Winter Project, alongside other relevant resources. The parents of children are given an opportunity to preview the videos used as the basis for the Sex Education programme of study which goes beyond the statutory science curriculum. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so.

Spiritual, Moral, Social and Cultural/British Values

The staff and governors ensure that all children are provided with a wide and varied range of SMSC opportunities both within the planned curriculum and through current affairs, independent study, assemblies, extra events and experiences. Our curriculum is structured to enable the development of social & emotional skills and independence. British values are woven through our curriculum, assemblies and collective worship and are demonstrated through the behaviour of staff throughout the school.

Self Esteem and Self Worth

Celebration assemblies are held each week recognising the achievements of our children.

Talents of individual children are celebrated within class and at school assemblies and in school productions. The awarding of 'star of the day' awards also encourages children to do their best both in their school work and in their behaviour towards others.

All staff have high expectations for the quality of work and presentation. Expectations are high for all and children know that their efforts are valued.

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 to the ethos.

Extra-curricular activities

A wide range of activities are offered at the start of each term. Parents of children wanting to attend such activities are asked to sign a consent form. Most teaching staff participate in the provision of extra-curricular activities at some stage during the year. We also have many enrichment activities organised by external providers and through visitors to the school.

Review of Policy

The effectiveness of this policy is reviewed regularly by the staff and annually by the Governing Board.