



PRIMARY SCHOOL CURRICULUM POLICY

Owner	Head of Primary
Authorised by	Headteacher and Governors
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Related Documents:

- Subject specific policies
- Primary Differentiation Policy

Contents

1. Introduction
2. Aims and Objectives
3. Effective Learning
4. Effective Teaching
5. Organisation and Planning
6. Within the classroom
7. Transition
8. Evaluation and Review of Teaching
9. The Role of Parents
10. Monitoring and Review

Appendix A – Primary Curriculum Plans KS1 and KS2 and allocations

Primary Curriculum Policy

Introduction

At Derby High School, we strive to provide rich and meaningful learning opportunities, which ignite passion in our pupils and fuel their desire to become independent, life-long learners. Through our broad and balanced curriculum, we aim to equip pupils with the necessary skills, knowledge and understanding required for each step of their educational journey and prepare them to be educated citizens of the future. We strongly believe that our pupils need to be prepared to deal with the realities and pressures of a fast-paced, ever-changing world and, subsequently, we ensure that there is a strong pastoral thread running through our curriculum to ensure that our pupils know how they can help themselves to live safe, happy and healthy lives.

Our curriculum nurtures curious minds and provides opportunities for our pupils to cooperate and work alongside others harmoniously. Through our Skill for Success approach, we aim to promote and embed the key learning attitudes of communication, resilience, adaptability and independence to allow our pupils greater chance of success, both now and in the future. We aim high, striving for each child to achieve more than they thought possible, allowing for every child to discover their own particular talents. Our varied and structured extra-curricular programme aims to further enrich the experiences and lives of the pupils in our school. Our curriculum is delivered in a fully inclusive environment with equal opportunities for all and where children feel safe to try new things.

Curriculum Intention

Our curriculum is sequential and coherent, building upon prior knowledge year on year. The curriculum is relevant to the needs of the children at Derby High School and gives them the cultural capital necessary to succeed in the future.

We aim to achieve this by:

- Enabling pupils to become confident and independent, with a positive attitude to learning.
- Fostering pupils' self-esteem and helping them build positive relationships with other people.
- Developing pupils' pride and encouraging them to respect the ideas, attitudes, values and feelings for others.
- Showing respect for all cultures and promoting positive attitudes towards other people.
- Enabling pupils to understand their community and helping them feel valued.
- Helping pupils grow into reliable, independent and positive citizens with regards for British Values.
- Enabling all pupils to learn and develop skills to the best of their ability.
- Helping pupils achieve their potential.
- Developing pupils' economic well-being.
- Enabling the pupils to feel safe and secure.
- Having a comprehensive PSHE education programme including consideration for RSE and the well-being of the children.

Effective learning

Pupils learn in many different ways and we ensure that we develop a range of strategies to allow all pupils to learn and achieve their full potential. If a pupil requires academic support, we aim to meet individual needs by providing differentiated resources and extra support. Class teachers assess and monitor pupil progress and if a pupil requires further assistance, they will complete a Primary Initial Concern form and pass this onto the SENDCo, who will then follow procedures according to our Special Educational Needs & Disabilities Policy.

We aim to encompass the following areas of intelligence when planning teaching and learning styles:

- Linguistic
- Kinaesthetic

- Logical/mathematical
- Interpersonal/reflective
- Interpersonal/group working
- Musical
- Visual/spatial

We offer opportunities to learn in different ways including:

Visits of educational interest	Use of Computing skills
Creative activities	Stimulating video clips
Group work	Listening to recorded material
Paired work	Physical activities
Independent work	Drama, role play and oral presentations
Whole class work	Designing and making things
Asking and answering questions	Research and finding out
Investigation and problem solving	

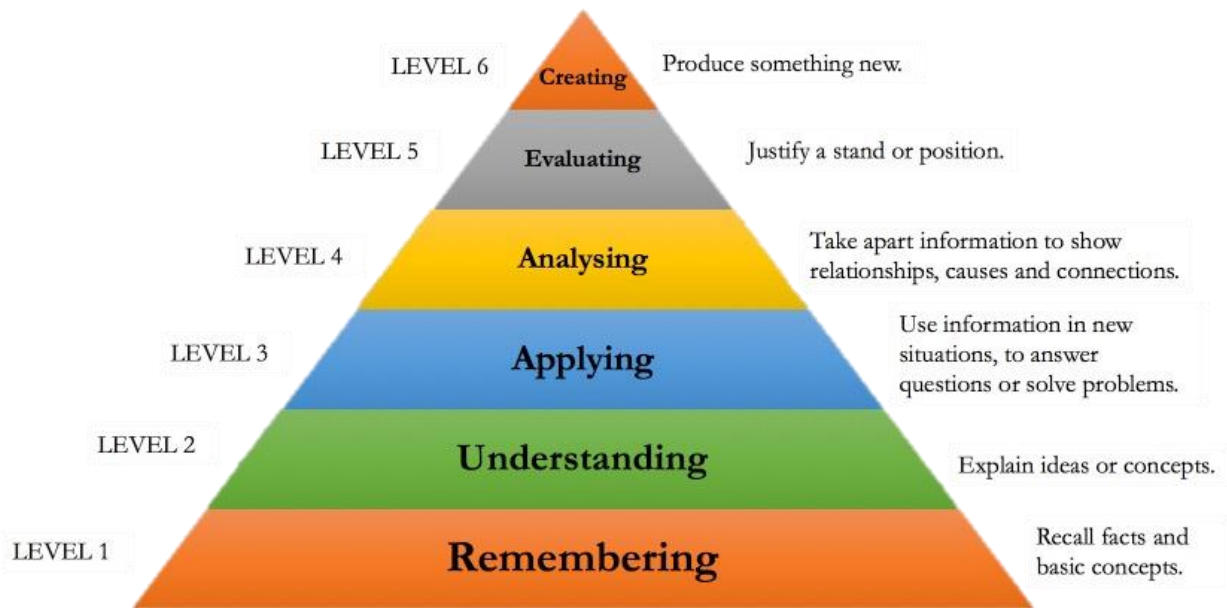
We teach the seven areas of learning in EYFS as specified in the EYFS Framework and all of the National Curriculum subjects in KS1 and KS2. We have a flexible approach to coverage of the National Curriculum in specific subject areas allowing us to be creative with our curriculum and provide the best learning opportunities for the children in the context of our school.

Effective teaching

When teaching, we focus on motivating pupils and building on their skills, knowledge and understanding. We use the school policies and schemes of work to guide our teaching. These set out our aims, objectives and values of the school and details of what is to be taught to each year group. We ensure that all tasks set are appropriate to each pupil's level of ability and their age. We aim to meet the needs of SEND and able, gifted and talented pupils, through differentiated tasks (see Primary Differentiation Policy). We set appropriate individual targets to move pupils forward in their learning. Early Career Teachers are supported throughout their first two years, and we work within ISTIP guidelines to ensure ECT's are fully mentored.

Organisation and Planning

When planning, we give regard to individual needs, targets and recent assessments. We plan our lessons with clear learning objectives. The long-term plans indicate what topics are to be taught each term. For medium term planning, we use the Early Learning Goals and the National Curriculum, to create schemes of work. Schemes of work are written by the subject lead, alongside the Academic Lead, to ensure that all learning is clearly sequenced and is built upon year upon year. Unless a commercial scheme of work is being adhered to, all schemes of work will follow the Derby High School Primary format and will include what the pupils need to 'know, do and remember' so there are clear end points for each subject in each year group. The key vocabulary to be taught at each year group stage and for each unit of work will also be included within the scheme of work and opportunities for revisiting will be made clear so that pupils' learning is more likely to be committed to the longer term. To enable our pupils to become successful scholars, subject leads will build in opportunities for higher order study skill development through their schemes of work. The Bloom's Taxonomy Pyramid will be used in the development of schemes of work to ensure that all pupils have the opportunity to practise and embed these skills.



Our short-term plans are on a weekly basis covering information about the tasks, differentiation, resources and assessment. The class teacher, working closely with their year group partner, records planning on the Derby High School Primary planning proforma when appropriate. The specialist teachers in French, Music and PE (and Science for Y5&6) plan their own scheme of work and lessons.

In the humanity subjects and science, we will follow an enquiry-based approach so the pupils' learning is meaningful and is set in a purposeful context. Pupils will be given the opportunity to draw upon their learning across a unit of work in order for them to synthesise the knowledge acquired from a range of sources and to draw their own conclusions about the enquiry question.

Within the classroom

Each teacher aims to establish good working relationships with their pupils and treat them with kindness and respect. We treat pupils fairly and give them equal opportunities to take part in class activities. We expect all pupils to comply with the school rules and praise them for their efforts. The Skills 4 Success are reinforced on a regular basis. We insist on good behaviour and if pupils misbehave we follow the guidelines in our school behaviour policy. We ensure all tasks are safe for the pupils. When we take pupils out of school, we complete a Risk Assessment and obtain permission from parents.

We organise teaching assistants to work with individuals and groups, involving them in planning and assessment. On occasions, we have volunteers to assist in classrooms. This is always under the supervision and direction of the class teacher once a DBS has been cleared.

Our classrooms are attractive learning environments. Displays are changed to reflect the topics being studied and pupils' work is displayed in classrooms around the school. A range of teaching and learning resources is available to support all areas of the curriculum.

Transition

When a transition takes place, all relevant information regarding the child's progress and attainment records are sent to the next stage. This includes additional support received, extension opportunities or SEND concerns. If a child arrives new to our setting, we request information from the previous setting to assist transition.

Evaluation and review of teaching

On-going evaluation is essential so that we can modify and improve our teaching in the future. Teachers are encouraged to reflect on their strengths and areas for development as part of the school performance management system. Primary Subject Leaders review schemes of work and follow national guidelines, monitoring their subject area, ensuring appropriate teaching strategies are used. INSET needs are driven by this evaluation process.

The role of parents

We believe that parents have a fundamental role in helping pupils to learn. We regularly communicate with parents about what their children will be learning at school.

We do this by:

- Using the home/school diary for daily communication.
- Holding two Learning Review Meetings an academic year.
- Presenting each new parent with a parent handbook.
- Sending regular newsletters and highlights.
- Explaining to parents how they can support their child with homework.

- Setting targets for development which are specified in Learning Review meetings and End of Year reports as 'Green for Growth'.
- Holding curriculum evenings.
- Showcasing presentations for all parents at the beginning of each academic year.

Monitoring and review

This policy will be reviewed regularly by the Primary Leadership Team so that we can take account of new initiatives, changes in the curriculum or developments within the school.

Appendix A: PRIMARY CURRICULUM PLAN KS1 AND KS2 & Allocations

We aim to plan in a cross curricular way to promote excellence and enjoyment in learning, encompassing British Values and our school ethos.

The total teaching hours for the week across the primary school are approximately 24 hours.

Assemblies KS1 and KS2 – 1:30pm – 1:50pm

Overview of Curriculum Allocation	
Lesson allocation between 25 - 30 minutes <u>Minimum</u> number of lessons is shown below:	
Subject	Lessons
English	12
Maths	9
Science	3
Computing	2
RE	2
PSHE	2
PE/Swim	4
Topic (History/Geography)	3
French	1
Art/DT	3
Music	2