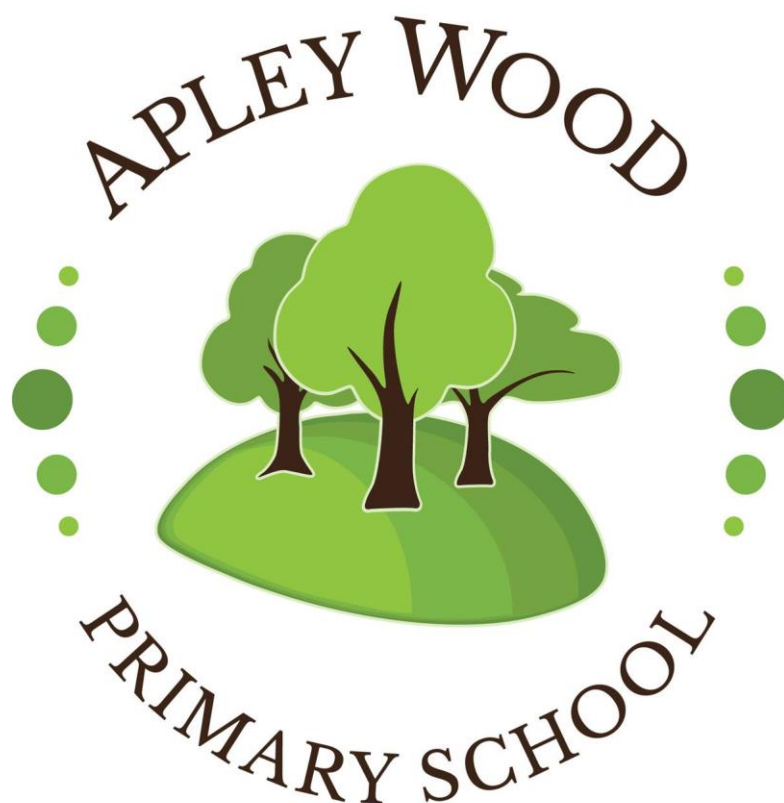


Curriculum Policy



Written May 2020

Reviewed July 2022

1 Introduction

*What is our **Intent**? What are we trying to achieve with our curriculum?*

At Apley Wood Primary School our aim is to ensure that the curriculum offer provides a range of opportunities and experiences to develop the whole child. With our motto of 'feed the mind and free the imagination' our curriculum is designed to provide pupils with the knowledge appropriate to their year group, and also the skills to enable them to be successful across the curriculum. Alongside the range of substantive and disciplinary knowledge, we also teach the skills of Building Learning Power in order to develop life long learners. This captures the inclusive nature and high aspirations of our school.

Throughout our curriculum we aim to promote an understanding of our local community and local issues whilst also linking these to sustainability and an awareness of wider global issues in order to prepare children with the knowledge and skills needed for later life.

2 Values

At Apley Wood Primary School, we believe that all children and adults in our school community should be valued and our differences celebrated.

Our school should be a positive and happy place, where we bring out the best in everyone and where the contributions and efforts of everyone are encouraged, recognised and celebrated; small steps as well as bigger ones. We aim to develop confident learners, who take ownership of their learning and are proud of their achievements at every level.

All children should feel fully included in learning, able to access all aspects of school life and make a positive contribution, because their individual needs are met. They should have the opportunity to grow emotionally and achieve their full potential.

We believe in a positive and inclusive approach to behaviour management, which challenges negative attitudes and encourages and supports in a climate of mutual care and respect. We will enable our children to approach new challenges positively.

We will provide opportunities for our children to explore and enjoy learning in a variety of ways, to learn from their mistakes and use their knowledge and skills creatively across the curriculum and beyond.

Our adults and our children should be given opportunities to support each other and learn from each other in a positive way, both practically and emotionally. There should be quality time for listening, discussion and reflection in a community of shared learning and enquiry.

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We believe that we improve and grow stronger by listening and learning from others.

We believe that we are each wonderful and unique but together we are a masterpiece.

As a school we promote the values of:

Respect

Self responsibility

Democracy

Equality

Fairness

Honesty
Self Worth
Social responsibility
Caring for others

3 Aims

The aims of our school curriculum are:

- *To deliver a high-quality teaching and learning experience for our pupils that promotes high standards and accelerated progress for all;*
- *To promote a love of education and creativity for all learners and to equip them with the tools to take ownership of their own learning;*
- *To promote children's self-esteem, their rights and responsibilities.*
- *To work in local, national and global partnerships in order to strengthen curriculum links and promote an awareness of the wider world.*
- *To ensure that our pupils feel safe and secure and enjoy coming to school.*
- *to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.*
- *To teach the transferable skills in Maths and English at the heart of our curriculum.*

4 Implementation

Implementation. *How do we deliver our curriculum?*

Our curriculum teaches the key substantive knowledge and disciplinary knowledge (skills) children need through exciting and engaging learning opportunities both within school and out: lessons, enrichment weeks, assemblies, extra curricular activities, sports, Arts, visits, workshops, residential, and fundraising.

How do we accomplish this?

The curriculum is designed for the year, in termly themes, that cover the different types of knowledge. We have progression documents for each subject to ensure the different types of knowledge and skills are sequential, building on the previous years learning. Our assessment documents clearly identify the key learning required by the end of each unit of work. In addition to this, we identify and assess the key vocabulary that our pupils should know and understand for each unit of work.

Through our teaching, we ensure that children know and remember more by revisiting prior learning and making links between subjects and knowledge whenever possible. Children are given regular opportunities to apply their knowledge in different contexts and explain their understanding to others.

We complete Activity passport activities to ensure children have opportunity to experience a range of life skills through our curriculum.

5 The curriculum and inclusion

See relevant policies including, SEN, Inclusion, racial equality, Disability and Equality Scheme and accessibility plan)

6 Spiritual, Moral, Social and Cultural Development

SMSC development is at the centre of our curriculum and is delivered through character education lessons, Relationships and Sex Education lessons, assemblies and the wider curriculum.

Pupils' **spiritual development** is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Pupils' **moral development** is shown by their:

- ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Pupils' **social development** is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' **cultural development** is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

7 Impact. *What is the Impact of our curriculum? What difference is our curriculum making to our pupils?*

School leaders, Governors and teachers regularly measure the impact of our curriculum through the monitoring of teaching and learning, monitoring of behaviour, assessment and on-going self-review. We talk to children and parents, we undertake learning walks, we look at books and we review the curriculum as subject leaders. We aim for the impact to be that our children will be academically prepared for the next

phase of their education, are motivated to succeed and achieve and are equipped with all the personal skills to do this..

8 Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area during its bi-annual cycle of review and development and in link Governor visits with subject leaders.

The headteacher is responsible for the day-to-day organisation of the curriculum. The members of the Senior Leadership Team monitor pupil work, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way their subjects are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.