

# Curriculum Policy (DRAFT)

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Signed by chair of Governors:

Signed by Headteacher:

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### 1. Curriculum Aims (Intent) – ‘We LEARN with PRIDE’

Our curriculum is centred on our whole school PRIDE values – Peace, Respect, Independence, Determination and Equality. In line with our RSHE policy, our aim is:

- We want our children to be at PEACE with themselves and live in peace with others
- We want our children to RESPECT themselves and others
- We want our children to grow in confidence, learn INDEPENDENCE; take responsibility for themselves and act responsibly in society
- We want our children to show DETERMINATION and resilience in their relationships
- We want our children to be ambassadors of justice and value EQUALITY

The intent of our curriculum at Priory is to:

- Provide memorable, **life-long** learning. We aim to give the children first-hand experiences which they will remember and use for the rest of their lives. Our curriculum aims to prepare children to make positive contributions towards society.
- Encourage our children to develop curious minds. We aim for our curriculum to be **enquiry-based**, allowing children to ask questions and make discoveries. We promote the importance of critical thinking and sharing opinions.
- Empower children to set, achieve and even exceed goals. We want our children to take risks and be **aspirational** learners. We believe in achievement for ALL and encourage all children to challenge themselves in their learning.
- Be **relevant**, reflecting our Gedling and Nottingham communities and the wider country and how are context impacts on the wider world. We aim to celebrate individual skills, tailoring learning to build on our childrens’ unique talents.
- Be accessible for all, providing support and a **nurturing** environment to allow all children to succeed. We are committed to providing both academic and emotional support to children, building foundations for them to succeed.

## 2. Subject specific intent statements

### English

#### Reading

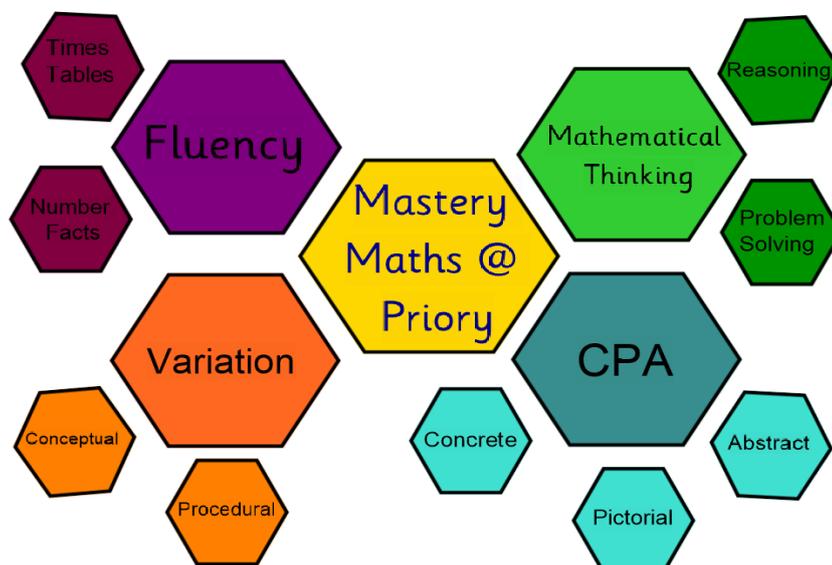
We believe that reading at Priory is central to everything we do. We provide children with the opportunity to read and share a variety of texts both in class teaching and for children to take home. We incorporate classic texts, new authors and share texts that cover a wide range of social issues, relishing the opportunity to discuss the content they provide. Reading is central to English units that we deliver, using a text as the hook and children take part in shared reading sessions that focus on understanding of texts and immerse children in a rich variety of language. Children are given the opportunity to read aloud, in small groups and independently. We weave both fiction and non-fiction into other areas of the curriculum to enhance children's learning experience.

#### Writing

Writing has a vital place in education and in society. We believe that writing should be a creative and developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

### Maths

Through our mathematics curriculum at Priory, we want to enable learners to become creative and innovative problem solvers. They will understand how to apply skills they learn to the world around them and know how important maths is in everyday life. Our learners will endeavor to be fluent in a range of mathematical learning skills and we will provide opportunities for further learning and engagement at home.



## **Science**

At Priory Junior School, we recognise the importance of Science in everyday life and aim to use Science to give children a strong sense of the world around them. Our school intent, 'We LEARN with PRIDE', focuses on the importance of using an enquiry-based approach in order for our children to develop curious minds. All children are taught to ask questions and explore their own answers to them.

Our aim is to increase the children's subject-specific knowledge and encourage them to use skills which help them to think scientifically. We recognise the importance of using accurate vocabulary to enhance the children's understanding. Lessons are structured to allow children to explore concepts and deepen thinking through our mastery approach. Children are taught about safety aspects when carrying out scientific enquiries and are encouraged to independently evaluate their own practice.

At Priory, scientific skills are embedded into every Science lesson. Topics within science are revisited throughout the key stage to encourage deeper thinking (e.g. electricity is studied in Year 4 and Year 6). This allows children to build upon their prior knowledge to make new connections. Our Science progression maps detail the scientific skills and how they are taught through topics.

## **History**

The history curriculum at Priory Junior School aims to give the children a well-rounded view of the past and its events. We aim to use a concept-based approach to allow children to make connections between different time periods in history. Lessons focus on investigating and making interpretations about the past, building a chronological awareness of events, making comparisons within and between different time periods and using key vocabulary to draw conclusions as a historian. As stated in our 'We LEARN with PRIDE' intent, the history curriculum aims to encourage debate and discussion, recognising the importance of children becoming critical thinkers. We aim to celebrate the rich history of our local community, making real-life links to the Gedling area where possible.

## **Geography**

The aim of our Geography Curriculum is to develop children's curiosity about the world around them. Children will study a range of places, both in Britain and abroad, to find out more about natural and human features of each, and through using a concept-based approach can explore their own place within the world. Our local area of Gedling, Nottingham is at the heart of our school and our curriculum aims to provide opportunities for the children to investigate and find out more about what makes it special. Where possible, this is delivered through real-life experiences, including fieldwork and educational visits. This will help them to develop a sense of who they are and their heritage. We prepare our children to leave year 6 as competent geographers by revisiting and reinforcing geographical skills, such as: collecting and analysing data, using maps (including digital mapping) to identify countries, continents and oceans and communicating findings in different ways.

## **Computing**

The Computing Curriculum at Priory enables pupils to develop computational thinking and creativity, which can be used to understand and change the world. Pupils are taught the principles of computer science, and how this can be used to become digitally literate citizens. All pupils are taught how to stay safe online and protect their personal information, so that they can move through life as confident and conscientious participants and creators of the digital world. We teach our children about e-safety, digital literacy, programming, real world computing issues and computational thinking.

## **Music**

The music curriculum at Priory Junior School aims to give the children a high quality music education which engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. We aim to use fun, relevant and inspiring, digital music resources which make connections with our other curriculum areas and also enhance and promote their social and emotional development.

Lessons focus on investigating, interpreting and comparing the great musicians and music of the past and present, building knowledge of music theory and developing skills as a musician in their own right. We aim to celebrate our musical skills with the local community and develop our cultural capital further by attending musical productions where local, national and multicultural talent from the creative world can be experienced and appreciated. As stated in our 'We LEARN with PRIDE' intent, the music curriculum aims to enable a lifelong love of music, recognising the importance of children aspiring to be the best they can be and becoming confident, creative individuals.

## **Design and Technology**

Design and Technology prepares children to deal with the rapidly changing world we live in. Our curriculum encourages children to become independent learners who design and make products which solve real and relevant problems. Children will be encouraged to follow a design brief, adapting ideas to fit a target audience and use their evaluation skills to assess the effectiveness of their final product. They will be encouraged to set challenging goals and become innovators. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art.

## **Art**

At Priory Juniors, we believe that high-quality art lessons should inspire the children to develop their own individual creativity. Lessons should enable pupils to develop a natural sense of wonder and curiosity about the world around them, set out in our school's intent statement. Children will learn the skills of drawing, painting, printing, collage, textile and 3D work and are given the opportunity to explore and evaluate different creative ideas. Children will develop their understanding of their own and others' cultural heritage through studying a diverse range of male and female artists and designers throughout history. They will be encouraged to think like an artist, giving critique to others and expressing personal views about their progress around their own works of art.

## **P.E**

The PE curriculum at Priory Junior School aims to support the development of children's physical skills as well as support their social, emotional and cognitive skills. We aim to increase the enjoyment of physical activity by providing children with a wide range of sports. Lessons aim to improve participation in activities in and out of school, develop competence of a broad range of physical skills as well as increase levels of fitness. We also aim to ensure children understand the importance of leading healthy, active lifestyles and equip them with the tools to do so through articulating the benefits both physically and mentally. PE lessons help embed the 'We LEARN with PRIDE' intent by developing life-long values such as fairness, cooperation and teamwork.

## **MFL**

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. We aim to introduce the learning of the French language and the understanding of its culture in enjoyable and stimulating ways. We strive to embed the skills of listening, speaking, reading and writing necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

## **R.E**

At Priory, the RE curriculum is taken from the Nottingham City and Nottinghamshire Agreed Syllabus. It requires that pupils learn about Christianity in Key Stage 2. In addition, it advises that children should learn from the principal religions represented in the U.K, in line with the U.K law. These are Hinduism, Islam, Sikhism, Judaism and Buddhism. The intent of the syllabus is to develop children's knowledge and understanding about a range of religions and world views. They will express ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion.

## **RSHE**

Our Relationships, Sex, Health and Economics education plays a significant part in equipping our children with essential skills for life. Our lessons are carefully planned to develop knowledge, skills and attributes which enhance children's well-being and lifestyle giving them confidence to protect themselves; preparing them for life in society now and for the future. Our children need to be equipped with skills that will help to prepare them for modern life in a digital age. We aim to develop the whole child through the learning we provide.

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We want our children to RESPECT themselves and others

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We want our children to be ambassadors of justice and value EQUALITY.

### 3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

### 4. Roles and responsibilities

#### The governing body

The governing body will approve the curriculum policy and hold the headteacher to account for its implementation.

The governing body will also be responsible for ensuring:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- It participates actively in decision-making about the breadth and balance of the curriculum.

#### The headteacher

The headteacher is responsible for ensuring that this policy is adhered to and that:

- All elements of the curriculum are taught effectively across school and reflect the aims of the school.
- The individual needs of all children are assessed and met, including children with special educational needs (SEN).
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

#### Subject leaders

The subject leaders will be responsible for ensuring that all the aspects of the National Curriculum content are identified within the curriculum overviews. It is the role of each subject leader to keep up to date with the developments in their subjects.

Subject leaders will be responsible for

- Reviewing the way the subject is taught in the school and plan for improvement.

- Reviewing curriculum plans for each subject to ensure coverage and progression across school.
- Ensure staff are using progression documents to plan and deliver lessons.
- Ensure a mastery approach is used across each curriculum area.
- Offer advice and support colleagues in issues related to the subject.
- Monitor pupil progress in each subject area by working alongside colleagues, book looks, pupil interviews and learning walks
- Keep self and other staff up to date with developments in their subject.

## 5. Planning and delivery (Implementation)

All teachers are responsible for planning, evaluating and teaching the curriculum in line with our '**We LEARN with PRIDE**' intent. Subjects will be taught through projects with a curriculum driver as a focus. Staff and children will be encouraged to use subject names where possible to support the teaching of clear subject-related skills.

Staff will follow a **mastery approach** to planning with a focus on embedding sticky knowledge. The lessons will centre on building on prior learning using small steps to master new skills. Staff must emphasise the importance of **independent learning and thinking** to encourage children to discover and articulate understanding.

Curriculum subjects will be taught through **concepts**. The aim of a concept-based approach is to encourage deeper thinking and allow children to make connections in their knowledge and understanding. The concepts bring a real-life element to learning and, by reflecting on issues or concepts, the children will develop their awareness of themselves and the world around them. We want our children to reflect critically on information and to see alternative points of view looking for patterns and connections. Our curriculum is three dimensional, focusing on knowledge, skills and concepts in order for the children to know more, do more and understand more.

### ***Concept-based curriculum example:***

Project title: Journey to the Rainforest

Big question: Do you think we appreciate what we have?'

Concepts to deliver through unit: Responsibility, consequences, rights

### ***Mastery approach lesson design:***

1. Starter – knowledge based. Recap previous lesson's key words or knowledge.
2. In focus – time to explore, share what we know, uncover knowledge independently.
3. Let's learn – teaching of new knowledge or skills.
4. Guided practice – teacher-led practise of skill. Opportunities for assessment and intervention.

5. Independent practice – Independent activity to showcase understanding.  
Opportunities for assessment.

## **6. Inclusion**

Staff members must set high expectations for pupils, ensuring the curriculum is aspirational for all. They will use the progression documents and evidence of work as an assessment tool to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons which respond to pupils' diverse needs and ensure pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible. They will endeavour to remove any barriers to enable every pupil to achieve. As set out in our curriculum intent, staff members must ensure that interventions are put into place to support children to access learning in a nurturing environment. Teaching assistants will be present, where possible, to support learning.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found about this in our SEND policy.

## **7. Monitoring arrangements (Impact)**

The headteacher and subject leaders will be responsible for monitoring the delivery of the curriculum through:

- Book looks
- Planning looks
- Learning walks
- Pupil interviews

Pupils' development in curriculum subjects will be monitored by class teachers as part of our internal assessment systems. Subject leaders will oversee these and support staff where needed.

The policy will be reviewed by the curriculum lead and SLT members every two years. At every review, the policy will be approved by the governing body and the headteacher.