



**Peel Common Junior School**

**Curriculum Policy**

**2019**

*Principles and Structure*

## **Vision statement**

*'Igniting a Passion for Learning' in an environment 'where every child matters'.*

Our vision and values support Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

- Articles 2/12: We respect the right to be listened to and to listen to others.
- Articles 19/24: We respect the right to feel safe at school and help others feel safe.
- Article 28: We respect the right to learn and let others enjoy their learning.
- Articles 15/31: We respect the right to join in and be part of a team.
- Article 29: We respect the right to develop our potential and to do it with a growth mindset.
- Article 27: We respect the right to look after our own and others property:

## **Our Values**

PRIDE

P = Perseverance

R = Respect

I = Independence

D = Discovery

E = Excellence

*This policy should be read in conjunction with the Teaching, Learning & Assessment Policy.*

## **Rationale**

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within Peel Common Junior School. The policy aims to take into account diversity and provides equality of opportunity. We offer breadth, allowing opportunities to do the same things in a range of different ways. Providing children with a wide range of different experiences. We offer depth of the curriculum, allowing children to learn well and use what they have learnt in a range of contexts.

## **Introduction**

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 National Curriculum, but also takes account of the local context and the vision and values that the school community holds, reflective in the learning opportunities that we want our children to experience. It develops the independence, resilience and responsibility of all of our pupils. We ensure that all children have a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. The curriculum will develop in order to take account of an ever-changing world. 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.

## **Values**

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. Our school curriculum is underpinned by our over-arching aim of providing high-quality educational experiences that are focused on continued improvement and the development of independent and responsible learners.

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We aim to enable each person to be successful and provide equal opportunities for all children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

## **Equal Opportunities**

We believe that all those who work in Peel Common Junior School - children and adults - have the right to be treated fairly and with respect by everyone connected with the school. We aim for Peel Common Junior School to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation. The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

## **Aims**

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability.
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, critical thinking, confident and considerate members of the community.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire the attitudes needed for lifelong learning.
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be risk takers and develop creative and critical thinking.
- To develop pupil's resilience in a happy and safe learning environment.
- To ensure that each child's education has continuity and progression.
- To enable children to be positive citizens in society.
- To enable all children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.
- To deliver a curriculum that encourages respect for the environment and society.

## **Key Skills**

We believe the following skills and attributes are key within pupil development, and these are promoted through our curriculum:

### Skills

- Communication
- Application
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving

### Attributes & Characteristics as Learners:

- Willing to try new things
- Hard working
- Focussed
- Self-motivated
- Desire to improve
- Understanding of others
- Curious
- A team player
- Self-regulated
- Resilient

## **A Thematic Approach**

There is evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it.

Peel Common Junior School has therefore developed a thematic curriculum to deliver the National Curriculum and other aspects of the school curriculum, including PHSE, British Values, Religious Education and SMSC.

## **Structure**

Our thematic curriculum has the following structure:

- Half-termly cross curricular topics for all year groups.
- Each topic is usually led by a different curriculum area (but most subjects will be taught each half term).
- The combination of topics planned over a year will teach the statutory programme of study for the new National Curriculum.

## **Curriculum Development**

Planning for each topic comprises of the following documents:

- Long Term Planning; there is a whole school topic grid which shows the topics for all the classes in the school over the year.
- Whole school; Subject Leaders are responsible for leading and managing their curriculum area in line with the principles and within structure laid out in this curriculum policy.
- Year Groups; Yearly overview Curriculum maps.
- Termly; Detailed Medium Term Planning (MTP) with learning objectives and suggested activities, reflective of the topic, unit and the national curriculum.
- For each year group there is a more detailed topic overview showing each half-termly topic and the areas of learning covered. This plan also shows key English text drivers, possible trips, key school events etc. These are created by teachers and shared with the curriculum/subject leader and SLT. They are also shared with parents on the school's website.

### **'Igniting a Passion for Learning' for each topic**

A new topic will be either be introduced with a 'hook' starter to engage the pupil's interest or complete with a 'celebration of learning' with the use of visits, visitors, multi-modal resources and the involvement of parents.

English: Where possible links will be made with literacy genres linked to topics, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement.

Maths: There is less opportunity for linking Maths to topics, but where possible, areas of maths like data handling and measures will be linked to topics where appropriate for pupils and to support Maths learning.

Science: Science will be taught discretely but where possible, areas of Science will be linked to topics where appropriate for pupils and to support Science learning.

Foundation Subjects: History, Geography, Design Technology, Art, ICT & Music. The foundation subjects will be integrated into the topic, and will form the basis of much of the cross curricular links.

Music; Where music cannot be appropriately integrated into the topic led curriculum then it will be taught discretely and augmented by specialists (Hampshire Music Service)

PE; PE is usually taught discretely, following the separate PE scheme of work. Please see PE policy for details.

Religious Education; RE is a statutory part of the curriculum. The school will follow the Agreed Syllabus for RE.

PSHE: PSHE will be taught either discretely or within a topic depending on the needs of the pupils. Each year group will follow the principles laid out in P4C and reflective of the UN charter of Children's Rights.

ICT and Computing: ICT will be generally taught as a separate subject area. Other elements of the wider ICT curriculum, will be taught alongside other curriculum areas, as a part of topic work. This

will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

### **Time Allocation**

The original time allocations for subject areas given in the previous National Curriculum have been removed, and schools can organise the way they teach the foundation subjects much more flexibly.

Each half-termly topic has a lead subject, and this subject should have more time allocated to it over the relevant half-term where possible.

### **Coverage over a school year**

Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focussing too much on one subject area.

### **Timetables**

The school has a timetable which sees much of the core (English & Maths) taught in the morning sessions with the foundation subjects predominantly taught in the afternoons.

Teachers are free to arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow. Other areas might be dependent on hall/room/personnel bookings and happen at a regular time each week. Teachers can also hold creative days to cover a range of skills which can be progressed in one day and then visited again within the year.

### **Marking**

Every piece of work is expected to be marked each day in accordance with the Marking and Feedback policy, with the principle that quality feedback will lead to improved progress and outcomes. Please refer to the marking and feedback policy.

### **Assessment**

Foundation subject leaders collect assessment information from class teachers at the end of every term. These assessment grids assess whether pupils are working below standards (not-on-track), emerging standards (close to; not officially used but used in professional conversation), at expected standards (ARE) or above expected standards (Greater Depth) covered and analysed from the National Curriculum and using the Hampshire Assessment Model.

### **Evaluating and Updating the Curriculum**

Peel Common Junior School uses the vehicles of PPA time, MAST time, staff meetings, HIAS support programme and INSET in order to regularly reflect upon, update and improve the existing curriculum.