



A Place to Grow

# PERRY HALL PRIMARY CURRICULUM POLICY

## Document Control Table

<b>Title</b>	Perry Hall Curriculum Policy
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<b>Approved By Name</b>	Damian Tarbuck (Chair of Governors)
<b>Signature of Approval</b>	<i>D. Tarbuck</i>
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## Document History

Date	Author	Note of Revisions
Sep 2019	RK	Original Trust Policy adapted to individual school processes

## **Academy Curriculum Policy**

Perry Hall Multi-Academy Trust School's Curriculum follows all the requirements of the National Curriculum but we are proud to offer a much broader curriculum than that, making the most of the many and varied opportunities on offer, to broaden and enrich the curriculum for our children.

The National Curriculum provides the school with an outline of the knowledge, skills and understanding that we are required to cover in school. We choose to teach much of this through creative, cross-curricular themes where children will learn different strands of the curriculum from a range of subjects, all within one common theme for a term.

This policy makes reference to the New National Curriculum 2014. It is linked to our Equality, Gifted and Talented, Home Learning, SEND, SMSC and British Values and Teaching and Learning policies.

We aim to teach our curriculum in an engaging, interesting and stimulating way primarily through a thematic approach. Our approach to the curriculum is through a skills-based approach. Please read on to find out more details about each subject that forms part of the national curriculum.

The curriculum comprises of all the planned activities that we organise across our schools in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes that which the children learn from the way they are treated and expected to behave.

## **Values**

Our schools' curriculum is underpinned by the values that we hold dear at Perry Hall Multi-Academy Trust Schools. The curriculum is the means by which the schools achieve their objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

## **Aims and Objectives**

The curriculum, whilst paying due regard to achieving high standards in English and Mathematics, is also broad, exciting and challenging, developing the whole child, and embracing the five outcomes set out in Every Child Matters:

- Stay safe
- Be healthy
- Enjoy and achieve
- Achieve economic well-being
- Make a positive contribution

The aims of our schools' curriculum are:

- to show children respect as learners and individuals
- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to build upon children's natural curiosity for learning
- to provide children the basic skills of literacy, numeracy and scientific enquiry
- to provide children with the basic skills of information communication technology (ICT) and an understanding of how it will affect their lives
- to enable children to be creative and to develop their own thinking
- to enable children to recognise and utilise their own preferred learning style
- to enable children to reflect upon their own learning, what they need to do to improve and how best to get there to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to enable children to be positive citizens in their community and in wider society
- to reflect upon and understand their own religious beliefs, and those of others
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to provide all children with the opportunity to celebrate their successes
- to enable children to have respect for themselves and high self-esteem, to enable them to live and work co-operatively with others.

**In our Trust Schools we do this by:**

- providing a safe, fun, stimulating and challenging learning environment
- providing accurate and informative feedback on how well they are doing and what they need to do to improve
- providing a cross-curricular themed, topicbased approach in all year groups
- reflecting our high expectations through encouraging independent learning and self-discipline
- establishing a mutually supportive partnership in which parents, carers, governors and staff share responsibility for the education of our children
- promoting an awareness of, and respect for, a diversity of cultures, values, beliefs and abilities
- working together to create a caring community of learners where every child feels safe and valued
- ensuring that all children have appropriate and equal access to the curriculum
- providing a stimulating and interesting termly homework project to promote learning in the home
- allowing pupils to participate in a variety of activities that enrich the curriculum. For example: visits, residential experiences, performances, sports and creative arts

## **Organisation and Planning**

Within the Trust schools, we plan our curriculum in two phases. We agree curriculum frameworks (long-term plans) for each Key Stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Each subject area has a curriculum map of the skills and knowledge to be covered in a particular area. Staff plan on a weekly basis for Mathematics, English, Science and Topic. All curriculum maps are evaluated as the key skills are taught.

In the Early Years Foundation Stage, staff plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Early Learning Goals and their planned progression in all curriculum areas.

## **Children with Special Educational Needs**

The curriculum is designed to provide access and opportunity for all children who attend Trust schools, adapting the curriculum to meet the needs of individual children, following consultation with parents.

As a Trust, we comply with the requirements set out in the SEN Code of Practice in providing for children with specific needs. Teachers make an assessment if a child displays signs of having a special educational needs. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for an Education Health and Care Plan (EHCP), discuss with the parent/carer the possibility of seeking advice from the appropriate external agencies and undertake statutory assessment.

We provide additional resources and support for children with special needs. The schools produce an Individual Education Plan (IEP) for each of the children who are on the SEN register or have an EHCP. This sets out the nature of the child's need and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

## **The Early Years Foundation Stage**

The curriculum that we teach in the Early Years classes meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

We fully support the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Early Years builds on the experiences of the children in their pre-school learning. We build positive

partnerships through visits by the Foundation Stage teachers to local nursery schools and through other professional liaison.

During the Foundation Stage, teachers make continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Local Governing Boards.

We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through the Learning Journey.

## **Roles and Responsibilities**

The Headteachers and Heads of School have overall responsibility for the leadership of the curriculum and for monitoring its provision. The Senior Leadership Team at each school have responsibility for developing and updating the curriculum and ensuring, with the Headteacher/ Heads of School, that the curriculum has appropriate coverage, which demonstrates progression and is consistently monitored.

Curriculum coordinators, including the Senior Leadership Team, are responsible for ensuring the content of their subject is delivered appropriately, for monitoring provision, for keeping up to date with curriculum developments and providing or organising training and professional development, where necessary. This will ensure that progress is tracked, challenge is appropriate and support and intervention is successfully directed.

The SENCO at each school is responsible for the development of provision mapping and coordinating the work of support staff to achieve the best possible outcomes for individual pupils.

Class teachers ensure that the curriculum is thoroughly planned, appropriately delivered and that the aims are achieved for their class. They regularly review and, if necessary, update medium-term plans.

The Local Governing Boards of each school monitor the success of the curriculum at committee level and, at whole Governing Board meetings, through the Leadership report to the Governors.

