

## Perry Hall Primary School Curriculum Policy



### Intent

Perry Hall Primary School's curriculum is underpinned by the values that we collectively hold dear at all 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.

### Intent

At Perry Hall we promote an inclusive curriculum where every child has the right to achieve their potential.

We strive to inspire so children aspire and have ambition, offer children experiences relevant to the curriculum and enrich their language in all we do. We continue to interweave our school motto and core values into everything we do:

#### **A place to:**

**Go for it** (be motivated and enthusiastic)

**Respect everyone** (being respectful)

**Overcome obstacles** (be determined and independent)

**Welcome all** (being caring)

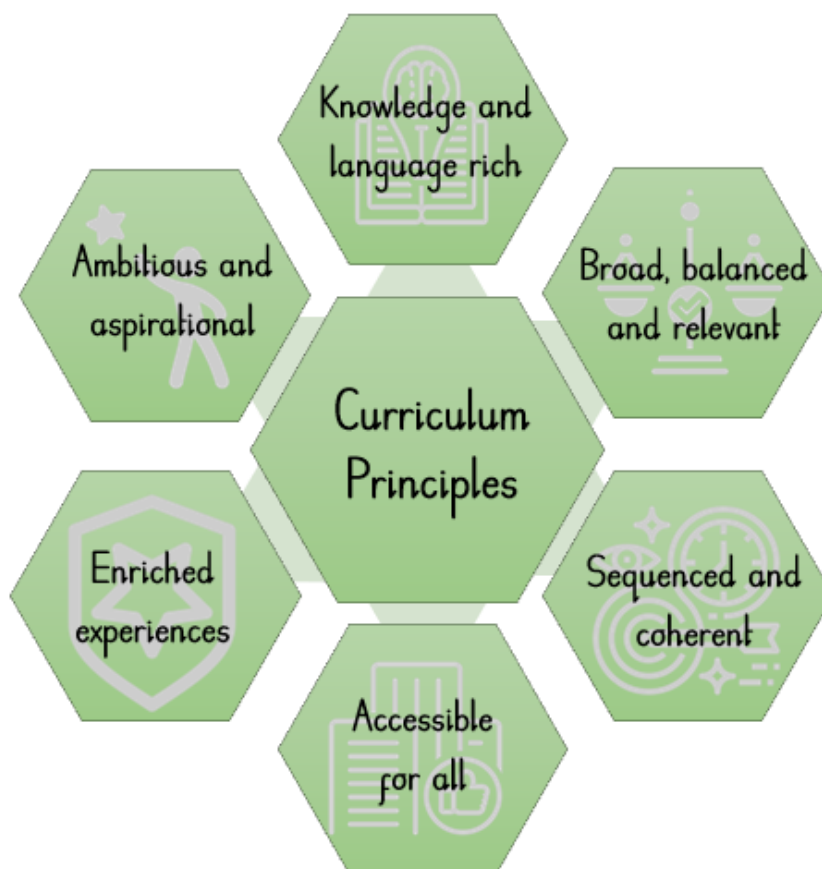


### **Our Curriculum Principles**

Underpinning our curriculum is our desire to make Perry Hall a place where children and adults can work together to feel PROUD. We aim to do this through our delivery of the Early Years, KS1 and KS2 National Curriculum through which we weave our core values of taking **pride**, showing **respect**, embracing **opportunities**, showing **understanding** and being **determined**. We strive to develop lifelong learning habits by developing these values, alongside the core British Values, to produce valuable, successful, and respectful citizens for our community and the ever-changing world.

Our curriculum has been designed to meet the needs of our changing community and a changing world. Considering the context of our school and Perry Hall's vision and values, we have set out six curriculum principles. These principles guide our thinking and planning process. Our staff know and understand that these principles are the starting point to our curriculum thinking, across every subject and each year group.

We strive to ensure our curriculum is:



### **Knowledge and Language Rich**

At Perry Hall we see both knowledge and vocabulary as powerful tools to help our pupils achieve success.

Knowledge plays a key part in our pupils learning. Building and linking prior knowledge with new knowledge enables our pupils to expand their thinking; to make sense of and appreciate the world around them. 'Knowledge makes learning easier.' - Professor Daniel Willingham 2006: For our pupils to utilise skills, we aim for them to acquire a core foundation of knowledge to support their thinking. This is further enhanced by our language rich environment; 'With a deep and curious understanding of language, students not only gain the ability to better understand the breadth of topics we teach them, but also the skills to read widely, develop their own knowledge-bases and worldviews, and express their ideas clearly through the written word.' - Olivia Sumpter 2022

### **Sequenced and Coherent**

We understand that careful, purposeful sequencing of our curriculum content is vital to ensure our pupils are building on and making links with existing knowledge. Our curriculum sequencing ensures that, where necessary, new knowledge and skills are met in a logical or meaningful sequence. Through this, we are 'developing the intellectual architecture for meaning and for strengthening memory over time.' - Mary Myatt 2020

### **Broad, Balanced and Relevant**

'The purpose of schooling should be to help each child find their element, and the only way to do that is to ensure that each child has a broad and balanced curriculum.' - Dylan Wiliam 2013. Our

curriculum provides a rich, inspiring and broad learning experience that builds students' resilience and self-belief to prepare them for their future. We ensure that our lessons are relevant for our children (be it our location, history, culture or social interactions).

### **Accessible for All**

'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables lower-attaining or disadvantaged pupils to clamber in to the discourse and practices of educated people, so that they gain the powers of the powerful.' - Christine Counsell 2018. The ultimate goal is for **all** our pupils to gain the knowledge and skills to empower them in their lives.

### **Provides Enriched Experiences**

We are committed to making time in our school a memorable and exciting time for our pupils, especially as we know that making learning memorable ensures children retain knowledge in the long term as our brains '...create lasting memories of our more important experiences.' -McGaugh 2013. We do this by carefully considering and delivering enrichment opportunities through our curriculum.

### **Aspirational and Ambitious**

We strive to promote ambition and aspiration through our high expectations in our curriculum and by exposing our pupils to how this fits in the wider world. As recognised by Halfon and Doyle 2018 by having 'a hugely positive impact on wider academic attainment, motivating and inspiring both children and their families, by helping them to see a future to which they can aspire, and which feels achievable.'

## **Implementation**

The curriculum at Perry Hall is initially based on the National Curriculum frameworks, with all statutory areas covered. Our non-core subjects follow the Primary Knowledge Curriculum for Art, DT, Geography and History, Charanga for Music, SCARF for PSHE, the local Wolverhampton SACRE for RE, Teach Computing for Computing and PE Passport for PE. These have all been carefully selected as they have been identified as meeting the needs of our curriculum priorities. Educational visits and/or visitors to school are organised to enhance learning and allow children the opportunities to broaden their experiences and learning around a topic. Staff plan on a weekly basis for Mathematics, Science and English to ensure full coverage and to meet the needs of all pupils.

Our curriculum enables teachers to use a variety of teaching methods and learning styles within their lessons. The curriculum is planned and taught taking into consideration the needs of all pupils based on their relative starting points.

### **Children with Special Educational Needs**

The curriculum at Perry Hall is designed to provide access and opportunity for all children who attend our school, adapting the curriculum to meet the needs of individual children, after consultation with parents.

As a Trust school, we comply with the requirements set out in the SEN Code of Practice in providing for children with Special needs. Teachers make an assessment if a child displays signs of having special 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 complex, we consider the child for a statement of special needs, 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 children who require one. This sets out the nature of the special need and outlines how the schools 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.

### **The Early Years Foundation Stage**

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.

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 classes builds on the experiences of the children in their pre-school learning.

For more information on specific subjects, please see subject policies.

### **Impact**

At Perry Hall Primary School, we are enabling pupils to gain the skills they need to excel in an ever developing and diverse world by creating a curriculum which addresses this.

Teaching and learning is adapted to cater for the needs of all pupils; providing support for pupils with special educational needs and enrichment and challenge for more able pupils. Assessment is made based upon observations of learning, written and non-recorded outcomes, marking and day to day assessments.

The Head Teacher has overall responsibility for the leadership of the curriculum and for monitoring its provision. The Curriculum Lead then has responsibility for developing and updating the curriculum in line with the needs of the school and pupils' interests and ensuring, with the Head Teacher, that the curriculum has appropriate coverage shows progression and is consistently monitored.

Subject leads, including the Senior Leadership Team, are responsible for ensuring the content and delivery of their subject, for monitoring the provision, for keeping up to date with curriculum developments and providing or organising CPD where necessary. This will ensure that progress is tracked, challenge is appropriate, and support and intervention is successfully directed.

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

The Pupil Premium Champion is responsible for ensuring that all children are receiving the full curriculum and have the same opportunities as all other 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 accordingly.

The Local Governing Board monitor the success of the curriculum at committee level and at whole Governing Board meetings through the subject leadership reports to the Governors.