

# Curriculum Policy

## Sennen Community Primary Academy



**Approved by:** Nichola Smith

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## Introduction

Throughout all curriculum delivery at Sennen, run our core learning behaviours. These are taught and developed alongside understanding and mastery of the primary curriculum. We believe that developing the children's ability to learn is crucial in order prepare them for secondary school and beyond. Clear effective methodologies devised by teaching staff, drawing on research and best practice from many areas, enable high quality delivery of core subjects. Staff work hard to adapt and personalise the curriculum to meet the needs of individuals, ensuring that each learner can work at their cutting edge. Children have the opportunity to experience a wide range of well planned, practical activities across all subjects. The curriculum will be delivered in an eclectic mix of locations designed to inspire and excite.

## 1. Aims

- At Sennen School we aim to provide an education that will equip our pupils for a lifetime of learning.
- We aim to provide a broad and balanced curriculum for all pupils. We enable pupils to develop knowledge, understand concepts and acquire skills as well as be able to choose and apply these to relevant situations.
- We ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- As well as highly valuing academic achievement, we passionately believe in developing the core learning skills of resilience, respect, reflectiveness, resourcefulness and teamwork. These virtues are instilled and reinforced in all aspects of school life as our children thrive in a supportive community environment.
- In our early years, we promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.
- We strongly value children's individuality and encourage them to pursue their interests; celebrating their achievements in both school and through extra-curricular activities.
- We make the most of our wonderful locality to get the children out in the environment, learning through real life experiences.
- We support pupils' physical development and responsibility for their own health and enable them to be active.

Our core values run through all our teaching and we aim to develop our pupils by:

- Building resilience by: challenging the children; encouraging them to take risks; make mistakes and learn from them; developing their ability to manage distractions and persevere;

- Building resourcefulness by: encouraging children to make connections in their learning using their books and classroom displays; enabling the children to make decisions about how to approach and plan their work, individually and as a group; valuing the power of imagination;
- Building reflectiveness by: analysing and discussing their work, identifying their own strengths and areas for development;
- Building teamwork by: valuing collaboration; developing empathy and listening skills; emphasising the importance of being inter-dependant and community minded;
- Building respect by: creating a culture whereby children are listened to and encouraged to show kindness towards themselves, others and the school environment. We support the children in developing empathy for other's feelings and developing tolerance for other cultures and beliefs.

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

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](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### 3.2 Headteacher

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

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### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Being a small school, the staff have to work together to ensure the curriculum is being planned for and implemented effectively. All staff use progression documents designed by the school to ensure learning is constantly being revisited, embedded and built upon. We have key subject leads as follows:

- Nichola Smith - Headteacher / Overarching curriculum lead
- Sally Garbutt - Early years / Reading lead
- Emma Tindall – Maths lead
- Carly Sawle – Writing lead
- Rebecca Hawkins – PSHE / Thrive lead

## 4. Organisation and planning

Our curriculum is delivered through a thematic approach. These themes have been selected to not only cover all aspects required by the national curriculum but to peak the children's interests and spark their curiosity.

Our curriculum follows four stages – Hook, Develop, Create and Celebrate. These are four distinct stages that actively promote children's learning and thinking.

The Four Stages of Learning link explicitly to pupils' spiritual, moral, social and cultural (SMSC) development.

The focus for teaching and planning in each stage is as follows.

Hook

- hook learners in with a memorable experience where possible
- set the scene and provide the context
- ask questions to provoke thought and interest
- use interesting starting points to spark children's curiosity

Develop

- teach knowledge to provide depth of understanding
- demonstrate new skills and allow time for consolidation
- provide creative opportunities for making and doing
- deliver reading, writing and talk across the curriculum

Create

- provide imaginative activities for creative thinking
- enable and assess the application of previously learned skills
- encourage enterprise and independent thinking
- work in groups and independently to solve problems

Celebrate

- encourage reflective talk by asking questions
- provide opportunities for shared evaluation
- celebrate success
- identify next steps for learning

Curriculum design for KS1 and KS2

- Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Projects last either a half or full term depending on the amount of content and the children's interests. In some cases, projects may be taught for a shorter period, for example during a science or art week. The topics have been carefully selected to reflect the local area, for example:
- Stone age to iron age topic will focus on the wonderful and varied ruin sites around West Penwith, looking at why they could have been built there and how they might have looked in the past.
- Blue Abyss topic will focus on aquatic life including species native to West Penwith and how pollution and climate change are having a direct effect on their future.
- Victorian topic looks at Victorian Penzance and how it has changed over the years.
- Fairgrounds topic looks at seaside Britain and the effect of the tourist industry on the local area.
- World War 2 topic visits the WW2 tunnels at Porthcurno and the importance of the communication lines across to the continent.
- Curriculum maps showing the coverage and structure for each year group can be found in Appendix A [Curriculum maps].
- We follow the early years principles of following the children's own interests in year R & 1, and while the teacher plans her work around a broad theme each term, we acknowledge that this learning may be taken in a different direction by the children. We believe this is a vital step in developing our pupils as independent, inquisitive and enthusiastic learners. See our EYFS intent, implement, impact statement for information on how our early years curriculum is delivered.

#### Subject coverage

(see separate reading, writing and maths intent, implementation, impact statements)

#### English

- English is a core subject and is at the heart of our curriculum. Each project covers a range of reading and writing genres and, where appropriate, links to other areas of the curriculum.
- Spoken language is promoted throughout the curriculum and across all subjects.

#### Numeracy

- Mathematics is also a core subject and is taught discretely. However, where relevant, mathematics is linked to ongoing project work.

#### Science

- Science is fully covered throughout the curriculum. Some projects have a science focus, and others will have less of a scientific emphasis. See separate science policy for more information.

#### ICT and computing – under review

- The core skills of ICT are taught as a discrete programme across school. However, other elements of the computing curriculum are integrated into the curriculum as part of project work. These include e-safety, digital publication and presentation, research, data handling and the use of digital media. See separate computing policy for more information.

#### Foundation subjects

- The foundation subjects – history, geography, design and technology, art and design– are integrated into each project and provide enrichment across the curriculum.

#### History

- Each class has at least one topic with a history focus over the year. Where objectives are not specifically covered through the topics, the teacher will plan discrete activities to ensure coverage. Where possible we try to bring history to life by accessing local companies that provide workshops, artefacts and experience days, such as our communications workshops provided by Porthcurno telegraph museum for years 5 and 6. We are lucky to be in close proximity to some important historical sites, such as Carn Euny, The Merry Maidens and the Telegraph museum; and are able to use these to support topics such as 'Stone Age to Iron Age in year 2, 3 & 4 and 'World War 2 in years 5 & 6.

#### Geography

- We believe that geographical knowledge is very important. We teach the names of continents, oceans and countries and ensure pupils know how to use maps. We teach children about their

immediate locality through topics such as 'our local area in years 2 - 6 and encourage the children to see the physical features and the impact we have on them. Being a small coastal town, we are able to learn about the physical and human environment around us through topics such as 'Fairgrounds' in years 5 & 6; but also ensure children are able to learn about contrasting localities further afield through topics such as 'rainforests' in years 2, 3 & 4 'Mexico' in years 5 & 6. As with history, we aim to link our memorable experiences to visiting local areas of geographical interest such as beaches, rivers and towns so that the children can learn about these from first-hand experience. The curriculum is further enriched through our beach and forest school and our school council whose purpose is to improve the area that we live in.

#### Art, design and technology

- The art and design subjects aim to provide a wide coverage of skills within 2D and 3D work, including drawing and painting, printmaking, building and modelling. Children should be provided with the confidence to explore materials and make choices, particularly within the Innovate stage. Teachers are offered the support to lead art skills and techniques as well as an investigative approach.
- Links with the Telegraph Museum, Lafrowda & the Minack Theatre ensure that children are aware of the working practise of artists and designers.

#### Music

- As a school we follow the Churanga Scheme of learning. This guides pupils through the stages of listening and appraising; creating and exploring; singing instruments, playing and performing using music from a variety of genres. We provide individual lessons for pupils wishing to learn an instrument and try to find opportunities for public performance e.g. Songfest, singing at local festivals, taking part in productions at the Minack and putting on performances at key times of the year.

#### Physical education

- We recognise the role that PE has to play in promoting a long-term healthy lifestyle which is both enjoyable and fulfilling. We follow the Real PE scheme and use the Create Development Tool to check pupils continue to make adequate progress. We make use of our rich outdoor environment to support the curriculum where possible, including OAA activities at Beach School. We want to provide opportunities for our pupils to become confident and physically literate in a way which supports their wellbeing. In addition to this, we aim to provide opportunities for children to compete in sport and other activities in order to build resilience and embed values such as team-work, fairness and respect.
- Being a coastal school, we understand the importance of water safety and ensure pupils take part in swimming lessons annually and attend beach school. As we live in an area with poor transport links, we teach balance-ability in reception and bike-ability in year 6. This also promotes healthy lifestyles.

#### Religious education

- RE is a statutory part of the curriculum and follows the locally agreed syllabus. We live in a multicultural area and feel it is our responsibility to teach the children to understand and respect different religions and think about their own beliefs. The RE curriculum takes the form on termly RE days. During these days the whole school study the same religion and take part in age appropriate cross curricular activities.

#### PHSE and citizenship

- PHSE and citizenship are important aspects of our curriculum and are taught both discretely and within the projects. We follow the 'Lifewise' scheme, which blends all aspects of the PSHE curriculum with physical activity. This has been identified as the key for our pupils to access the curriculum.
- Sex and relationship education is taught in the summer term both discretely and as part of our science topic. See separate policy for more information.

#### British values

- We hold the British Values in high regard and reflect them in everything we do. We educate and integrate these values through the teaching of democracy, the rules of law, respecting and nurturing individual liberty, modelling and teaching mutual respect and the toleration of those of different faiths and beliefs. See our British Values Policy for more detail.

#### Timetables

- Each year group has a set of non-negotiable allocations for various aspects of the curriculum, including English, mathematics and PE. Teachers are free to arrange their afternoon timetable 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.

#### Resources

- We use a range of resources to enrich children's learning including real life artefacts, experience days and high quality printables. We have established links with companies such as The Minack Theatre, Geevor Tin mine and The Telegraph Museum and utilise the skills, talents and experiences of families and other local community members. Because the topics focus on the strengths of our locality we are able to take the children out to local historical sights and interesting geographical locations. Where possible we also like to make use of our extensive outdoor environment such as the beach and pending Forest school; as well as our local attractions including the Penlee Museum and Carn Euny.

#### Assessment of the curriculum

Assessment of foundation subjects will be formative. Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting

Types of formative assessment include:

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment, such as during the create stage
- regular short recap quizzes
- whole class feedback, identifying strengths and next steps in learning
- adult and peer feedback and response partners
- child self-assessment and reflection on learning, such as during the Celebrate stage

Progression documents are used to inform planning in all subjects. They break the programmes of study into key stage expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children's breadth of understanding.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment 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 (when applicable)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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 in our statement of equality information and objectives, and in our SEN policy and information report.

## **6. Monitoring arrangements**

Governors and subject leaders monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Learning walks
- Pupil conferencing
- Book scrutiny

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives