

# Crosslee Community Primary School



## Curriculum Policy

Rights Respecting Articles 28 and 29

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# **Crosslee Community Primary School**

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### **Curriculum Intent**

At Crosslee Community Primary School we are committed to our aim to 'Reach for the Stars' for all our pupils. We will do this with a stimulating and creative curriculum with strong links which will inspire and motivate all pupils to become the best that they can be whilst achieving academically and socially with high aspirations.

We will nurture and support our children and equip them with the knowledge and skills they need to become confident, determined and respectful young people to be successful citizens in the future. We will develop positive attitudes to learning, empathy and support for others with consideration to equal opportunities, good manners and resilience whilst creating an enjoyable positive learning environment where pupils feel happy. We will praise and celebrate our pupils' achievements both within and beyond the school.

Crosslee Community Primary pupils will achieve both academically and socially through a curriculum which teaches them essential skills for life such as cooperation, teamwork, resilience and respect for others, their environment and themselves, both within school and beyond. They will leave the school well prepared for their next stage in education with self-belief and a desire for life-long learning, to thrive in a technological world.

Our curriculum will ensure there are many opportunities to experience a range of visits and visitors. This will increase their cultural capital whilst deepening their understanding of the world and open a new wave of possibilities to them. They will increase empathy and understanding of the views and experiences of others.

We will provide a range of opportunities for pupils to move from short term to long term memory to ensure they acquire the knowledge and skills they need for a successful future whilst having a strong focus on language acquisition, development and articulation. By the time learners leave Crosslee Community Primary School they will have mastered a range of both knowledge and skills through opportunities to practise and deepen understanding over time through careful planning for progression and depth in a knowledge-engaged curriculum.

We understand and value the importance of working in partnership with parents and the local community to ensure that we are successful in developing effective citizens of the future, whilst developing an ever increasing global view to widen the experience and develop the wider responsibility of our pupils.

### **Our Approach**

At Crosslee Community Primary School, the curriculum is specifically tailored to meet the needs of all children in order to prepare them fully for their future lives. We believe that the curriculum we offer should fire children's imaginations and be challenging yet enable all to experience success, regardless of their ability or interests. It should promote in children, strength of character and self-belief. Our curriculum ensures pupils experience a breadth of knowledge with a focus on equality and aspirations for all as is illustrated on the long term plans for each curriculum area.

## **Education with character**

Children are exposed to challenges which they will only succeed in through persistence and determination; they are encouraged to develop new talents and qualities unique to them and to express themselves clearly and articulately. They are exposed to situations where their thinking and opinions are challenged.

Our curriculum extends beyond the formal requirements of the National Curriculum as we recognise that this is only part of what children need. Of paramount importance within our curriculum are the values, skills and abilities we feel our children require to take their place in the world. Thus enabling our children to develop strength of character and preparing them for the challenges, opportunities and responsibilities of adult life. We also promote equality and diversity through the people we study in art, history and the wider curriculum.

Our curriculum is designed to provide rich, varied activities and learning experiences to meet the needs, interests and aspirations of all learners, within and beyond the school day. Our Curriculum **Star Drivers** ensure that these areas of importance are woven into all areas of the curriculum alongside the knowledge aspect of our pupils learning.

### ***Skills***

### ***Technology***

### ***Aspirations***

### ***Respect***

Our **School's Values** are at the heart of all we do and are interwoven into all learning opportunities along with a strong emphasis on team work and cooperation, supporting our behaviour expectations throughout school.

### ***Ready, Respectful and Safe***

Active learning is encouraged through exploration, enquiry, investigation and structured play using first hand experiences wherever possible. We provide children with a range of opportunities to develop, use and refine key knowledge, understanding and skills and to practise and apply them regularly in different contexts.

We believe that it is important that children have a strong awareness of their local community and an increasing awareness of their place in a global society. We believe that successful learning depends on a positive partnership between home school and the wider community and we regularly support local and national charities throughout the school year.

## **Implementation**

True learning is defined as changes in the long-term memory and developing schema that allow children to apply learning in a specific context. Through repetition, progression and consolidation we develop memory with all our pupils over their time with us.

### **Planning for Progression**

All Teaching and Learning starts with assessment to ensure that work will be accessible, challenging and is providing the correct curriculum coverage that is needed to move children's learning forward.

Lessons are broken down into specific, discreet skills and knowledge that will enable children to achieve the desired outcome. Children should be clear on what they are learning and how to achieve this through clear learning intentions and success criteria. These are shared at the start of the lesson or as appropriate and referred to throughout. Daily review is an important part of instruction. It supports the strengthening of connections in the learning gained. Automatic recall frees working memory for problem solving and creativity.

When completing complex tasks, such as solving a mathematical problem or writing a narrative, it is important that contextual knowledge has been taught to the children, and that they have access to it. The rationale behind this is that children focus on the skills they practice, rather than having to process lots of different information at the same time.

### **Collaboration**

Where possible the children are encouraged to collaborate with one another in lessons across the curriculum. This enables the development of team work in action and the opportunity for pupils to support each other's learning. The use of Talk for Writing and Talking partners provides opportunity for discussion with peers and verbalisation of their understanding of what has been taught.

### **Assessment Points**

Assessment for Learning takes place throughout the lesson through effective questioning. Before children start their independent work a hinge point question is used where appropriate, to assess who is ready to go straight to their independent work and who may need additional support. This may be verbal or on a white board for example. Further whole class instruction or group work should be then provided before pupils start their independent work.

### **Independent work**

The independent work is structured in a way so that children are actively practising the skill that has been taught within the lesson. Children should have access to supportive materials and scaffolds during this part of the sequence of learning. This would include Success Criteria, diagrams, vocabulary lists, writing frames, and supportive resource materials. Once the child has demonstrated that they have a full understanding of the concept, more challenging problems can then be assigned.

### **Exit questions**

Following this independent work each lesson then ends with questions to assess learning. These may be simple multiple choice questions for example with the opportunity to explain answers. The questions should directly assess the learning that has taken part in the lesson. This will then provide teachers with a good understanding of what to address at the start of the next lesson. Also as to whether learning needs to be repeated or that pupils are ready to progress further.

### **Quizzes**

Quizzes are used to strengthen learning through recalling information. These quizzes will include present learning topics and previous learning. These provide opportunities for the repetition and consolidation of learning so that long term memory is improved.

### **Mini-Plenaries**

Mini-plenaries provide effective opportunities for the assessment of learning throughout the lesson and are to be used at the teacher's discretion to highlight any issues or misconceptions arising. These are to be used as and when needed and there is no need for a formal plenary in each lesson.

### **Learner Challenge**

We ensure that all our children are active participants in their learning. Children are taught that they will face challenges in their learning but that they need to build resilience to manage these challenges effectively. Resilience is a large part of our everyday learning; we expect children to make mistakes and encourage them to use these as the next step of their learning journey.

### **Contextual Vocabulary**

Much misunderstanding in learning comes from children's inability to understand specific vocabulary in questions or from their misunderstanding of the contextual nature of a word. Vocabulary is specifically taught to enable children to access learning. A regular focus on vocabulary is a thread throughout our teaching across the school.

### **Intervention and Support**

A range of intervention and support is provided across the school to support learners to make good progress from their starting points and to achieve Age Related Expectations wherever possible. These include group work, one to one support, intervention programs, pre-teaching, T.A focused work with groups and individuals and clubs beyond the school day.

### **Learning Beyond the school Day**

#### **Extra-curricular Activities**

Crosslee Community Primary has a wide variety of extra-curricular activities involving children from across school. These include music, art and sport and are offered both at lunchtime and after school. We are also linked with the high school for some activities including IntoUniversity for learning support beyond the school day.

#### **Community**

Our aim at Crosslee is to promote a healthy lifestyle not only for our pupils but for the whole community. We are supporting this aim through taking part in the City in the Community Cookery Club. This not only allows pupils to develop understanding of cookery skills and nutrition but also supports their families in this aim. We also provide support from our school nurse and dental nurse to support a healthy lifestyle through parent's evenings and other events.

Some examples of our clubs are:

- Football
- Multi-sports
- Drama
- French
- Science
- Writing
- Library
- Art

- ICT
- Dance
- IntoUniversity
- Booster session in Maths and English

### **Home Learning**

At Crosslee we are committed to setting regular home learning opportunities appropriate to the age, needs and experiences of the child. Home learning is important at all stages in a child's education and when used properly, extends the challenge open to the pupils and allows pupils to show their talents beyond the school.

The aim of our home learning opportunities are to support children's learning through reinforcement, practise and revision of concepts. For teachers to work in partnership with families to share learning and expectations of the child's year group. For parents to have the opportunity to work with their child at home, to work together to enjoy learning, and to encourage the development of positive attitudes towards learning among the children. This must all be done within limits to ensure that our pupils mental health and well-being is considered at all times and in respect of their home life commitments.

### **Impact**

Our curriculum is carefully planned for progression; it is designed to be challenging and relevant to our pupils within their local community and builds upon prior knowledge and understanding. Our curriculum gives all children opportunities and experiences needed to go forward to be successful in their education and future lives, enabling them to achieve and fulfil their aspirations.

If children are keeping up with the curriculum, they are deemed to be making the expected amount of progress we expect and are therefore working at the expected standard for their year group in terms of the National Curriculum. Where pupils are not able to achieve at this level, support and intervention are provided so that the child can progress well for the specific child's needs and ability.

We instil a belief in all of our children that they should aim high and 'Reach for the Stars'. That with hard work, strength of character, determination and focus that they can achieve anything.