



# Curriculum Policy

<b>Policy Reviewed:</b>	September 2019
<b>Next Review:</b>	September 2020

## Curriculum Statement

This policy is a statement of aims and principles relating to the curriculum at Masefield Primary School. It is reviewed annually and presented to the Local Governing Board for Approval.

### Vision

The curriculum, in its widest sense, firmly underpins the schools Mission Statement, Aims and school motto 'Believe, achieve, succeed'. At Masefield, each and every pupil has access to a rich, broad and balanced curriculum that is differentiated to ensure that all individual needs are met. The school curriculum has regard to supporting individuals in terms of ability, gifts, talents and any additional needs they may have. We provide an enriching and exciting curriculum that offers challenge to all pupils.

We recognise that all our pupils have a different knowledge base, skill set and learning style as well as varying abilities and aspirations. As a result of this, we are committed to knowing all pupils as individuals paying regard to their abilities, talents and needs as well as motivates them in their learning. We understand that pupils learn in different ways and are committed to always exploring teaching and learning strategies and using these within lessons. This commitment alongside the curriculum structure and development at Masefield aims to ensure all pupil needs are met.

### The School Curriculum

The school curriculum design is focused on the knowledge, skills and understanding of our pupils and their needs in order that all children achieve their full potential. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Masefield with the confidence and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society. The curriculum in its widest sense is used to enhance pupil experiences and give opportunities that pupils may not have access to outside of school. These are mapped out in each key stage.

In order to meet individual needs and foster a love of learning, the school has adopted a 'Learning Challenge' approach for many curriculum areas such as Art, DT, History, Geography, Science and RE. The Learning Challenge concept is built around the principle of greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as a stimulus. In designing the curriculum teachers and pupils use a prime learning challenge, expressed as a question, as the starting point. Using the information gained from pre-learning tasks and the school's context, a series of subsidiary challenges are then planned. Each subsidiary learning challenge is also expressed as a question.<sup>1</sup> This approach is adopted at Masefield in order to give more pupil contribution to the planning and direction of learning. The role of the teacher is to use pupil contributions and facilitate learning in order to meet the requirements of the National Curriculum whilst fostering an inquisitive and research based approach to learning.

At Masefield we recognise that the use of ICT plays an increasing role in today's learning society. We empower both staff and pupils with knowledge, skills, understanding and attitudes for such a world

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<sup>1</sup> Focus Education – Learning Challenge Curriculum

and as such the teaching of computing and the use of ICT tools plays an essential part of learning and teaching within school. With this in mind, we are committed to promoting awareness of E-safety throughout the curriculum to pupils of all ages.

All pupils are ensured quality access to the whole curriculum so that they learn effectively, make progress and attain. Challenging, realistic and attainable targets are set in order that pupils achieve this. Cross curricular opportunities for learning are given wherever possible in order to make learning meaningful and to enhance knowledge, skills and understanding.

### **Curriculum Events and Showcase**

Throughout the year a number of special events and showcase events take place to enhance and celebrate aspects of the curriculum. These include theme weeks such as Book week and Friendship week as well as school trips and visitors to school. Each class celebrate their curriculum learning through one of their class assemblies which are attended by parents. They also carry out a showcase event such as an exhibition of their work as well as presentations about their learning to other year groups. At the end of each academic year curriculum events are celebrated in our annual Presentation Afternoon and Evening.

### **Environment and Enrichment**

Learning takes place in a nurturing and engaging environment which is supported by a variety of experiences, including the school environment, specialist teachers, as well as educational visits and visitors. The school uses a wide variety of outside agencies to further enrich the curriculum and meet pupils' needs, e.g. Alpha Music, a PE specialist, drama and dance specialists.

The school also employs a school counsellor to offer sessions and support to individuals with a focus on personal and social skills and emotional and behavioural difficulty. These sessions provide techniques and tools for pupils in social situations which in turn helps them access the curriculum more readily.

In Key Stage 1 and 2, pupils have one afternoon of enrichment activities to complement their class studies. During this time pupils receive an academic session as well as a creative session. Children are allocated to these activities based on their progress in class – they may be targeted for additional support or to further stretch them. This is true of all curriculum subjects, including more creative are such as Art and DT. Other creative sessions are allocated based on children's interests or to broaden their learning experiences.

A range of extra-curricular clubs and activities are offered each half term. All teaching staff offer clubs at different points in the year as do some teaching assistants. Some clubs are also delivered by specialist instructors or teachers such as a Music teacher and PE coach. Some clubs are by invitation only. These are another opportunity to provide additional targeted support to identified children, either to narrow gaps in their learning or to stretch them further.

The Head of School holds responsibility for the curriculum as a whole. Subject leaders monitor and evaluate their subjects in order to ensure consistent implementation and effectiveness with regard to the whole school curriculum aims and agreed policies.

This curriculum statement is supported by additional policies such as:

- Accessibility plan
- Assessment policy
- Teaching and Learning Policy

- SEN policy
- Gifted and More Able Policy
- Equality scheme
- Curriculum subject policies
- Home Learning Policy
- Monitoring and Evaluation policy

### Key experiences for pupils

	Experience	Mode of delivery
EYFS	Traditional birthday party Visit a park Visit a farm	Curriculum Curriculum Curriculum
KS1	Visit a supermarket Go on a bus Go on a train Visit a zoo Visit the seaside	Curriculum Curriculum Curriculum Curriculum Curriculum
LKS2	Visit a reservoir Visit the library Go to the theatre Walk in the woods Play an instrument Go to an art gallery First aid Perform in a show	Curriculum Enrichment Enrichment Enrichment Curriculum Curriculum Enrichment Enrichment
UKS2	Climb a hill Visit the library Experience adventure activities Go on 'holiday' Learn to swim – Y5 First aid Perform in a show	Enrichment Enrichment Enrichment – Burrs Y5/ PGL Y6 Enrichment Curriculum Enrichment Enrichment

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