

# Duffield Meadows Primary School



## Curriculum Policy

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**Headteacher's signature:** 

**Chair of Governors' signature:** 

# DUFFIELD MEADOWS PRIMARY SCHOOL WHOLE SCHOOL CREATIVE CURRICULUM POLICY

## Achieve and Enjoy

We have developed a rich and inspiring curriculum which harnesses a holistic approach to learning and the development of attitudes, skills and knowledge to prepare the children for the diverse world of today and tomorrow. Through creative challenges and opportunities, our curriculum embeds resilience, empathy, communication and team work, leading to a love of learning.

### Rationale

At Duffield Meadows Primary School, we aim to foster a lifelong love of learning through a varied and cross curricular approach. Our school vision together with our school motto, 'Achieve and Enjoy' is at the heart of everything we do. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

Our creative curriculum is based on the content-based objectives from the Early Years Foundation Stage Curriculum and the National Curriculum with skills being developed progressively within each year group. It incorporates the humanities, the arts, STEM and languages. Key elements of the core subjects (English and Maths) are also taught discretely along with Religious Education.

### AIMS

Within a stimulating, safe and caring environment we aim to:

- Develop independent thinking, learning and an ability to question and reflect upon knowledge and experiences;
- Provide equal opportunities for **all** children enabling them to gain a broad and balanced view of the world;
- Welcome parents and the community into the life of the school, so **all** our children can see that we work together;
- Encourage **all** children to listen and speak confidently;
- Provide an education which adapts to new developments and technologies;
- Promote high self esteem through the acknowledgement of individual qualities and achievements;
- Encourage **all** children to participate in a wide range of extra curricular activities to further aid their skills and social development;
- Encourage an appreciation of the environment and our cultural heritage locally and nationally.
- Promote and embed British and SMSC values in learning opportunities.

## **CREATIVE CURRICULUM PLANNING AND IMPLEMENTATION**

We plan our 6 creative topics, over a 2-year cycle, in three phases:

- i) We agree a long-term plan, in teaching teams, meeting together to develop a range of exciting experiences and off-site visits linked to inspirational headings such as Colourful Kaleidoscope, Choctastic and Gaslight.
- ii) From this, we develop a scheme of work (with input from the children, based on their previous learning, interests and enthusiasms) ensuring there is appropriate coverage of all subjects.
- iii) Finally, the scheme of work is moulded into a plethora of stimulating lessons.

Each topic is then launched with a 'hook' to engage and enthuse all children. A variety of learning styles is considered when planning. Activities and tasks are differentiated appropriately. At the end of the topic, we celebrate all the children's learning with a 'showcase'.

## **DISCRETE PLANNING**

Each class teacher is responsible for the delivery of the curriculum through a 'theme based' approach which incorporates key skills and the knowledge set out in the 2014 National Curriculum. Although links can be made with all subjects, to ensure appropriate coverage of a more rigorous curriculum, the school follows: a mastery approach for Mathematics (White Rose); the Derbyshire Agreed Syllabus for Religious Education; Do Think Feel PE; PSHE Matters and Rising Stars for Computing.

The curriculum is planned effectively to provide continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities we aim to:

- Encourage the best possible progress and highest attainment for all our pupils;
- Enable pupils to make connections across different areas of learning;
- Help pupils to think creatively and solve problems;
- Develop pupils' capacity to learn and work independently and collaboratively depending on the demands of the task;
- Enable pupils to respond positively to opportunities, challenges and responsibilities;
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding;
- Use assessment and target setting to enable pupils to make optimum progress

## **ATTAINMENT**

We recognise the importance of measuring children's attainment to ensure they build a range and depth of skills, knowledge and understanding through our varied, stimulating curriculum. Rigorous monitoring, recording and assessment also helps to ensure that individual children have the chance to reach their full potential in all opportunities presented to them. These processes enable teachers to highlight children's individual skills, talents and gifts. See further details in the school's separate assessment policy.

## **ASSESSMENT FOR LEARNING**

Class teachers are responsible for assessing the children's learning using the school's marking and assessment policies. Assessment is both formative and summative with a variety of strategies being employed. In lessons, teachers also encourage the children to self-assess and peer-assess to involve them in their own learning and development.

Termly, summative assessments are completed to generate up-to date quantitative data. This is then collated alongside teacher judgements before inputting into a whole school tracking system, itrack.

Children undertake the national tests at the end of Year 2 and Year 6 in English and Maths, and internal tests at the end of Years 1, 3, 4 and 5.

The subject leaders, along with members of the SLT, regularly view samples of children's work to help monitor the expected level of achievement in each year of the school. Teachers meet regularly to review individual samples of work from across the curriculum to monitor, evaluate and share good practice.

## **INCLUSION**

At our school, we support all children, whatever their ability and individual needs using differentiation and interventions. We strive hard to support the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

We enable all pupils to have access to the full range of curriculum activities. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teaching assistants provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- technological aids and recorded materials;
- alternative communication, such as signs and symbols;
- translators and amanuenses.

## **RESOURCES**

The curriculum is enriched through the use of varied visual, audio, kinaesthetic and information technology. Teaching teams regularly review and update the quality of resources available in the school to support the planned topics. Core and other subject coordinators may also purchase whole school schemes and resources when needed. Children can access the school library to support their work and complement learning. As a school we also take advantage of external agencies, links with our local community, resources and experiences which can support topic work.

## **PARENTAL ENGAGEMENT**

We value the partnerships we develop with our parents/carers who support their child's learning in a variety of ways including: engaging with the topic at home; sharing their expertise to enrich activities in the classroom setting and positively encouraging the completion of homework tasks. Homework is set in line with the school's homework policy.

Parents are regularly invited to join us on school trips, workshops and to celebrate our successes in termly showcases.

## **EXTRA CURRICULAR ACTIVITIES**

We are committed to developing the whole child and with this vision in mind we extend the curriculum by offering extra-curricular activities. These activities are inclusive, wide-ranging and much enjoyed.

## **MONITORING AND REVIEWING**

The headteacher has responsibility for the leadership of the curriculum and for monitoring its provision together with the Early Years Foundation Stage, KS1 and KS2 Coordinators. The Special Educational Needs Coordinator is responsible for the development of provision mapping and for deploying the work of support staff to achieve the best possible outcomes for individual pupils.

Class teachers ensure that the curriculum is well planned and taught and that the aims are achieved for the class. They regularly review and, if necessary, update plans. Staff members are keen to improve their subject knowledge and subject leaders take an active role in

disseminating best practice, new strategies and making recommendations for staff development.

The Governors monitor the success of the curriculum at committee level, through their programme of learning walks and at whole Governing Body meetings through the headteacher's report to Governors. The Teaching, Learning and Curriculum Committee is a sub-committee of the school's governing body. This committee has oversight of the curriculum and is kept informed of progress and initiatives set down in curriculum action plans. Subject Co-ordinators also meet with Governors to brief them on current practices, any changes or new initiatives and to share successes.

## **RELATIONSHIP TO OTHER POLICIES**

The school policy on the curriculum embraces policies and procedures for assessment, charging, collective worship, equal opportunities, health and safety, homework, lettings, nutritional standards, individual subjects, performance management, race equality, school visits, SEN, Sex & Relationships, staff discipline and teaching and learning.

This policy will be reviewed at least every three years.