

Dove Bank Primary School

Curriculum Policy



Do Our Very best in Every Way

Approved by:Mr P Laws (Chair of Governors)

Reviewed: October 2021

Next Review: Autumn term 2023

Rationale

“It is not in the stars to hold our destiny but in ourselves.” William Shakespeare.

At Dove Bank, we are passionate about providing our pupils with a bespoke inclusive, highly academic, enquiry based and creative curriculum, which equips them with the knowledge and cultural capital needed to succeed in life.

Our challenging curriculum is designed to support our pupils to progressively develop deep knowledge and transferable skills, that can be applied across topics or subjects.

We place emphasis on developing the skills that our pupils need for future learning, including critical thinking, resilience and perseverance.

At the heart of our broad and balanced curriculum, we aim to instil a love of reading and a thirst for learning ambitious vocabulary in all subjects.

Through our partnership with the Royal Shakespeare Company, an active approach is used to develop motivation, self-control, respect, understanding of heritage as well as developing an appreciation for art, music and cultures.

Our strong community based ethos encourages our children to become responsible citizens for the future.

Our values apply in all aspects of school life. They work alongside our rights and responsibilities, which form our system of good behaviour.

In addition to this policy, we have subject specific policies. Our subject policies, are underpinned by this policy.

Aims

The aims of our enquiry based curriculum:

- Enable all children to learn and develop their skills to the best of their ability;
- Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- Enable children to be creative and to develop their own critical thinking;
- Teach children about their developing world, including how their environment and society have changed over time;
- Develop children’s understanding, investigative skills and curiosity;
- Help children understand Britain’s cultural heritage and the heritage of other cultures;
- Develop children’s understanding of British Values;
- Enable children to be positive citizens in society and to encourage cultural capital;
- Fulfil all the requirements of the National Curriculum and more;
- Teach children to have an awareness of their own spiritual, moral, cultural and social development, and to understand right from wrong;
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- Promote positive well-being and mental health;
- Promote reading across the curriculum to make connections to further understand the world;

The benefits of an enquiry based curriculum

- It is planned around the distinctive needs of the children;
- It nurtures children's passions and talents;
- It encourages curiosity and a love of learning;
- It has clear outcomes, designed to raise standards;
- It gives a real context for the application of basic skills;
- It allows writing and reading to be meaningfully embedded;
- It increases motivation and engagement;
- It values pupil voice;
- It supports pupils to take ownerships over their learning and reach their goals;
- It is underpinned by leading research about quality learning and brain-based learning;

Implementation

Organisation and planning

We have adapted the Learning Challenge Curriculum by Focus Education that directly links to the National Curriculum to meet the needs of our children and to reflect our local area. Our rich curriculum is designed to ensure there is breadth, depth, stretch, challenge and clear progression over the years for knowledge and skills.

Our long term plan for each year group indicates what topics are to be taught each half term with a high priority given to providing reading and comprehension opportunities across the curriculum. I

Medium term topic webs, give clear guidance on the objectives for each topic each half term. In addition, careful thought is given to what we further knowledge that we want the children to know beyond the National Curriculum. The curriculum offer is regularly reviewed to keep it ambitious.

At the beginning of each topic, broad questions linked to the curriculum are shared with the children to find out what the children already know and lessons adapted accordingly to provide stretch and challenge. Furthermore, the children are invited to ask questions about what they want to learn and this is intertwined into the curriculum. Each class has enquiry based topic working wall displays that represent the learning journey and is updated as the topic progresses.

Development of long term memory sits at the heart of our approach to lessons. During warm ups and quizzing within the lessons, the children practise knowledge retrieval for both current learning and prior learning. Our knowledge organisers link directly to our long term plans, topic webs and the questions at the beginning of the topic. Following a topic, the broad questions asked at the beginning are revisited.

Drama is used as a 'mechanism' to teach a range of curriculum subjects and foster creative and imaginative thought. It allows pupils to explore different attitudes and values but ultimately helps to develop oracy and writing skills.

Early Years Foundation Stage

The curriculum that we teach in EYFS meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and Development Matters. There is a focus on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in EYFS builds on the experiences of the children in their pre-school learning.

Where children do not attend our Nursery provision (or split their Nursery experience between ourselves and another setting), we do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first weeks in EYFS, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Key skills

The following skills are a focus for our work in all curriculum areas:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skills areas in order to develop to their true potential.

Impact

Pupils at Dove Bank Primary School:

- are confident, caring, resilient individuals, who achieve their ultimate potential
- develop a love of lifelong learning and have a secure understanding of the academic content
- are able to form meaningful relationships based upon mutual respect and trust, recognising and celebrating difference, not only within the school community, but in the wider world as well.
- understand how to be socially, morally, spiritually and culturally responsible
- have access to a wide and varied curriculum, allowing each of them to excel as individuals and be the best they can be
- are well prepared to access the challenges of their chosen high school curriculum.
- have aspirations for the future and know that these can be realised with hard work and determination.
- grow up being able to make a positive contribution to the world in which they live

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;

- monitor pupil progress in that subject area;
- provide efficient resource management for the subject;
- keep up to date with developments in their subject, at both national and local level;
- review the way the subject is taught in the school and plan for improvement;
- reviews the curriculum plans for their subject;
- ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work;
- have responsibility for monitoring the way in which resources are stored and managed.

The Role of Governors

The role of the governors is to:

- have an up to date knowledge of the school and be well informed on the school improvement plan through leadership of the Headteacher and the Senior Leadership Team;
- monitor and review progress on the individual subject action plans;
- support the staff in implementing the school's policy for the curriculum.

The Role of the Core and Non-core Curriculum Leaders

The Role of the Core and Non-core Curriculum Leaders is to:

- support the development of staff;
- have oversight of curriculum coverage
- ensure that the curriculum meets national requirements;
- ensure that colleagues are aware of expectations;
- evaluate the effectiveness of the curriculum
- ensure targets for improvement are set;

Wider Curriculum Opportunities

In addition to our enquiry based Curriculum and National Curriculum we offer a wealth of opportunities to enable children to fully 'flourish' and be brilliant citizens for the future. Below is an illustrative list of events and opportunities which our children enjoy.

- Drama – through membership of the RSC schools learning hub our children have the opportunity to experience real life theatre and perform at the renown Swan Theatre in Stratford on Avon.
- A variety of class trips and visitors to the school
- Participate in fundraising events for a number of children's charities i.e. Children in Need, Save the Children

- Year 6 residential
- Enrichment activities – whole school focus days
- Pottery – school has its own kiln
- A range of after school clubs – sporting and non-sporting activities
- Bikeability – children learn how to ride a bike and how to ride safely on the road